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ABSTRACT

Many schools have identified successful strategies for prevention of drug abuse in attempting to make neighborhoods, schools, and communities healthier places to learn. One hundred and four summaries of these programs and practices are given in eight subject categories. First, peer programs describe a variety of ways in which young people help, comfort, empathize with, listen to, and support each other. Second, student assistance programs (including support groups, alternative classes, and adult mentoring programs) focus on not punishing but giving help to youth who may need extra support. Third, community partnerships have citizens join together to work on a process to solve common problems. Fourth, parent programs (family support) use various approaches to encourage parent and family participation. Fifth, comprehensive programs include policies that specifically address prevention and intervention activities rather than just discipline codes. Sixth, county and state initiatives make possible electronic networking, comprehensive parenting programs, regional collaboration, and the production of culturally appropriate materials. Examples of district-produced curriculum and staff development programs are provided in the seventh category. The eighth category includes special events and annual practices such as a drug-free day. Each program summary states its title, who to contact, the intended audience, an overview, and the components, including program description, community alliances, successful indicators, obstacles, and the key to success. (RR)

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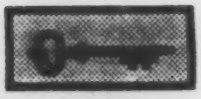

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

First Edition

American Samoa Alaska California Guam Hawaii Idaho Montana Nevada
Northern Mariana Islands Oregon Republic of Palau Washington Wyoming

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Western Regional Center
DRUG -FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

Compiled and Edited

by

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and
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Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
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First Edition
August 1991

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DIRECTOR'S NOTE

Sharing Your Success is a publication *by* you and *for* you, the many people in the schools and communities that make up the Western Region. This publication contains summaries of programs and practices that you and your colleagues have identified as successful prevention strategies that are helping to make our neighborhoods, schools, and communities healthier places to learn and live.

In gathering this information we asked Western Regional Center staff, advisory board members, prevention and intervention practitioners, and specialists in our nine-state area to help our staff identify successful efforts. We hope that the many programs and strategies included in this first edition of ***Sharing Your Success*** will help you enhance programs you may already have under way in your area and also give you inspiration and ideas for initiating new programs in areas of need.

Sharing Your Success is designed as an ongoing collection and will be updated yearly. We realize we have only begun to learn about the thousands of successful programs, practices, and community partnerships that exist in our region. We hope you will help us in this search and use the recommendation form provided at the end of this document.

The material in this document was gathered and synthesized by Vicki Ertle of NWREL, with regional assistance from Jill English of SWRL, Carolyn Cates of FWL, and Harvey Lee, who serves Hawaii and the Pacific region. Evelyn Lockhart managed the necessary correspondence and materials to produce the summaries. Marjorie Wolfe was responsible for the design and format of the content and Lee Caudell for editing the document. Roy Gabriel, associate director of the Western Regional Center, coordinated the process resulting in this first edition.

Thank you for sharing your hard work with us and with your colleagues across the region. We hope this document encourages and facilitates networking among you all and helps make your important jobs a little easier.

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities

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INTRODUCTION

The summaries contained in this publication tell the stories of the hard work and inspiration of many, many people in the Western region. When the Western Regional Center staff began the process of learning about these many programs, strategies, and partnerships, we did so with the hope that we could facilitate networking both within and beyond the many states we serve.

In selecting the title ***Sharing Your Success*** we chose to define "success" as something that "was working well" for *you*, in *your* community or neighborhood, in *your* school, for *your* students and parents. It goes without saying that definitions of "what works" vary greatly from site to site, and quite a few of you pointed out that while these strategies were making many positive changes, you still had more work to do to really reach "success."

The summaries have been grouped by category. This was a challenging process; if we have categorized your program incorrectly, it was not intentional, as many programs could fall into several categories.

OVERVIEW

Sharing Your Success contains descriptions of prevention and intervention efforts in nine states and two Pacific territories. The programs are grouped into categories. Each section contains an introduction and a list of programs grouped by state. U.S. Office of Education Drug-Free School Recognition Programs are designated in each category.

Section 1: **Peer Programs**

Section 2: **Student Assistance Programs**

Section 3: **Community Partnerships**

Section 4: **Parent Programs/ Family Support**

Section 5: **Comprehensive Program Models**

Section 6: **County, State and National Initiatives**

Section 7: **Curriculum and Staff Development**

Section 8: **Special Events and Annual Practices**

GLOSSARY OF ACRONYMS

Acronyms are used frequently in the alcohol and other drug prevention field. The following list includes those acronyms used in *SHARING YOUR SUCCESS*.

AA	Alcoholics Anonymous
ADP	Department of Alcohol and Drug Programs (California)
AIDS	Acquired Immunodeficiency Syndrome
AOD	Alcohol and Other Drugs
CADPE	California Alcohol Drug Prevention Education
CORE Team	Part of a school-based Student Assistance Program; usually comprised of teachers, administrators, counselors, support staff, and other trained school personnel
CSD	Children's Services Division
D.A.R.E.	Drug Abuse Resistance Education
DFSC	Drug-Free Schools and Communities
ESAP	Elementary Student Assistance Program
DATE	Drug, Alcohol and Tobacco Education
GAO	Government Accounting Office
HIV/STD	Human Immunodeficiency Virus/Sexually Transmitted Disease
LEAA	Law Enforcement Assistance Administration
MADD	Mothers Against Drunk Driving
NA	Narcotics Anonymous
NIDA	National Institute on Drug Abuse
OSAP	Office of Substance Abuse Prevention
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
REACH	Responsible Educated Adolescents Can Help
SAP	Student Assistance Program
SARB	Student Attendance Review Board
TAOD	Tobacco, Alcohol and Other Drugs

SECTION 1

Peer Programs

PEER PROGRAMS

"Kids helping kids" is the underlying concept behind peer programs. Research on the effectiveness of various prevention strategies consistently finds peer programs to be among the most successful. The summaries that follow describe a variety of ways in which young people help, comfort, empathize with, listen to, and support each other. All are prevention efforts that utilize peer influences in a positive way to promote non-use and to model prosocial behavior. All programs emphasize training as an important component of peer programs.

Youth leadership, cross-age teaching, peer helping, youth clubs, and youth advisory programs are included in this section. Many programs also link youth to community service and education efforts. Throughout the Western region, adults are realizing both the demand and the need for creating more opportunities for youth to be of service--to their peers, to their schools, and to their communities.

Elementary peer helpers are good buddies

PROGRAM **Elementary Peer Helpers**

CONTACT

Nancy Keim, Peer Helper Advisor
Westwood Elementary
17449 Matinal Road
San Diego, California 92128
(619) 487-2026

AUDIENCE At-risk students, grades K-5

OVERVIEW

*The **Elementary Peer Helpers** program operates at the elementary school campus. Peer helping is provided through peer tutoring after school and peer modeling of social skills during lunch recess. Both teachers and students have endorsed the program and plans are underway for district implementation.*

COMPONENTS

Planning: During a summer inservice in August 1990 district teachers indicated an interest in an **Elementary Peer Helpers** program. Keim made modifications from a high school peer helping model with suggestions from her school staff. The program began in September 1990.

Program Description: There are two components: (1) academic tutoring, and (2) social skills modeling.

Academic tutoring occurs every Monday after school. Students in all grades are tutored, but the majority are first and second graders. The ratio is one tutor to one or two students. First- and second-graders receive 30 minutes of instruction; and third-, fourth-, and fifth-graders receive 45 minutes of instruction.

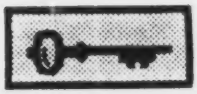
Social skills modeling or the "Buddy System" is offered to students in grades one through five and occurs on Tuesdays and Thursdays for the last 20 minutes of lunch recess. Peer helpers are given one student to assist on the playground, and these partnerships continue through the year.

Peer helpers are initially trained in a two-day weekend session held on campus. Training continues biweekly.

Community Alliances: The PTA and student council supply food for trainings and money for T-shirts.

Success Indicators: All parents, students, and teachers involved in the program were surveyed. Ninety-five percent of the teachers and parents and 76 percent of the students said the program should be continued.

Obstacles: Setting up the program was very time-consuming, according to Keim. She advises, "Reach out for help and assistance and don't try it alone!"



Key to Success: Keim credits commitment from student peer helpers and staff for helping to make the first year of operation a success.

More than just a slogan for 350,000 kids

PROGRAM **"Just Say No" Clubs**

CONTACT

Rob Simmons, Program Director
"Just Say No" International
1777 N. California Blvd., Suite 210
Walnut Creek, California 94596
(800)258-2766
(415) 939-6666

AUDIENCE Youth, ages 5 to 14

OVERVIEW

*With 350,000 members in over 12,000 clubs **"Just Say No" Clubs** all share the same overall goal: to provide a support system for the creation and maintenance of a pro-social, anti-drug environment for young people. Clubs are organized in school and community settings to provide kids 5 to 14 years of age with educational, recreational, and service opportunities to counter a "pro-drug" norm. **"Just Say No" Clubs** are experiencing a new expansion as clubs are being formed in such diverse settings as upper-income suburbs and inner-city housing projects. The number of clubs sponsoring community service projects is also growing.*

COMPONENTS

Program Description: **"Just Say No"** began in 1985 largely due to the publicity of a NIDA Ad Council campaign and the efforts of former first lady Nancy Reagan. The program is sustained through donations from both private and public organizations.

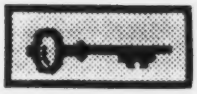
Clubs are operated and sponsored by both schools and community organizations and agencies, such as parks and recreation departments. Members are youths 5 to 14 years of age who choose to be free of tobacco, alcohol, and other drug use. Clubs meet bimonthly for one and a half hours, select captains (who rotate), and plan social, educational, and service activities. Adult volunteers (parents, teachers, counselors, etc.) and teen leaders who are 15 to 18 years old facilitate the meetings.

A 12-hour basic training and seven-hour advanced training is available for club leaders and adult and teen volunteers. Training includes a combination of leadership and life skills, awareness information, and suggestions for club activities. **"Just Say No"** grants are available for individual clubs.

Community Alliances: **"Just Say No" Clubs** typically form strong partnerships. Partnerships provide mutual support through donation of goods, services, and funds, as well as collaboration on service and recreational projects.

Success Indicators: Clubs are expanding not only in size but in scope of activities. Community outreach service projects are becoming more common, and clubs are beginning to network more with existing school/community prevention projects.

Obstacles: The term **"Just Say No"** sometimes elicits negative reactions. Also, because the name is in the public domain, Simmons reports "some abuse of it for fund-raising purposes."



Key to Success: Simmons says the clubs are "grassroots organizations given great flexibility for local initiatives." Supported by the international organization for technical assistance, training, and mini-grants, the **"Just Say No" Clubs** help kids work together and become community advocates for substance-free lifestyles.

Peers working together to cope with teenage stress

PROGRAM **Peer Counseling Program**

CONTACT

Jill Gover, Drug/Alcohol Intervention Specialist
Vallejo Unified School District
211 Valle Vista
Vallejo, California 94590
(707) 644-8921

AUDIENCE Junior and senior high school students; sixth-grade students

OVERVIEW

The Vallejo City Unified School District has a comprehensive drug education, prevention, and intervention program that is also part of a Robert Wood Johnson Foundation "Fighting Back" community-wide effort to reduce the demand for alcohol and drugs. The ***Peer Counseling Program*** *is one component of this effort. Peer counseling in Vallejo has two levels: (1) basic peer counseling training for high school students; and (2) peer presenters, where trained high school students work with sixth-grade elementary students.*

COMPONENTS

Planning: The demand for a peer counseling program grew out of a survey given to Youth Congress students who indicated a desire for peer programs. Researching available curricula, the planning committee chose *Coping With Teenage Stress*, developed by Gover who is also a certified trainer for a state suicide intervention program.

An adult supervisor/site coordinator was identified at each high school who then formed a team with other site staff to implement the program district-wide. Teams are trained in suicide intervention and student support group facilitation. The teams have received SAP and Community Mobilization training from the Western Regional Center.

Program Description: The basic peer counseling training component involves 30 students chosen from each of the four junior high and three senior high schools. They receive a total of 32 hours of basic training during two weekend retreats. The course outline includes communication skills;

skills for violence-free relationships; teen depression and suicide prevention; and chemical dependency and the family system. Students are chosen from peers. Once trained, they are paired with students referred by the SAP core/student-study team. Peer counselors receive ongoing support and supervision from site counselors.

The goal of the peer presenters component is to reduce drug use and enhance protective factors in sixth-graders. Older students are trained to teach a four-session curriculum to sixth-graders at four targeted schools with high proportions of high-risk students. The lessons emphasize peer refusal skills, building self-esteem, and decision-making skills. At the conclusion, a mixed group of "pro-social" and "at-risk" students complete a Ropes course together.

Community Alliances: Community involvement has resulted in integrated prevention, intervention, treatment, and aftercare programs. For example, the Chamber of Commerce stopped serving alcohol at fund-raising events years ago, and city ordinances prohibit alcohol and cigarette billboards near schools. The Johnson Foundation grant requires a comprehensive community plan by September 1991.

Success Indicators: Current process evaluations on records of trainings, numbers of participants, pre/post knowledge tests for peer counselors, and participant evaluation forms are, according to Gover, "extremely positive." Over time the schools hope to see declines in substance use, dysfunctional behaviors, and lower rates for expulsion, suspension, and truancy.

Key to Success: Gover believes the Ropes course is "an important team building strategy" that enhances the **Peer Counseling Program**. She points to the increases in self-esteem made possible through challenging tasks that help development trust, risk taking, and cooperation.

Teens plan, implement and network a statewide conference

PRACTICE **TEENWORK**

CONTACT

Michele Rappleye
Youth Prevention Specialist
California State Department of Alcohol & Drug Programs
1700 K Street
Sacramento, California 95814
(916) 327-3570

AUDIENCE High-risk high school students

OVERVIEW

***TEENWORK** is an annual five-day conference held in the spring. Sites rotate from Northern to Southern California. **TEENWORK** offers an opportunity for kids from different socioeconomic and ethnic groups a chance to share experiences and problem-solving strategies.*

Selected teens and their advisors receive information on peer-led prevention/intervention strategies, community action planning, and leadership skills to encourage positive lifestyle changes. Teens return home to act as "change agents" in their respective communities and peer groups.

COMPONENTS

Planning: **TEENWORK** grew out of California ADP's desire to sponsor a statewide conference on youth drinking and driving. Teens were asked to join in the planning process, and a conference framework was developed.

Treatment and family service agencies, PTAs and parent clubs, volunteer civic organizations, and public, private, and continuation high schools throughout California are sent applications for **TEENWORK** participation. Teams of one adult and five students are selected from the 58 counties in the state. The target audience is high-risk high school youth.

Each year a planning committee of 35 students and 15 adults helps plan the next conference. Students must have attended **TEENWORK** the prior year to participate.

Students have major responsibility for selecting the workshops and arranging most conference-related activities.

Conference Description: The five-day conference offers workshops on peer-led prevention programs, leadership training in skills such as public speaking and assertiveness, and community action planning and publicity to help teens implement or expand existing programs in their own schools and communities. Regional workshops are held that require teens to identify how they will use this information.

Student participants are also encouraged to become involved in their local Friday Night Live chapters (see page 1.16, Section 1, Peer Programs). Dances and talent shows and recreational activities help promote self-confidence and commitment to each other.

Community Alliances: In addition to helping in the identification of **TEENWORK** participants, private businesses and other organizations donate numerous items for the conference.

Success Indicators: Teens complete questionnaires on both the conference and on how **TEENWORK** has impacted their lives. Rappleye indicates students report "positive lifestyle changes" have taken place. Information on how training has impacted their schools and communities was not available.

Obstacles: As might be expected, there are too many students and adults who want to attend **TEENWORK** but cannot because funds are limited.

Key to Success: "The major reason **TEENWORK** is so successful, " says Rappleye," is that teens plan, organize, and implement the conference with minimal adult supervision." Rappleye also credits the collaboration of kids from diverse backgrounds as contributing to the success of the conference.

Whatever the participants' background (gang members, teen parents, etc.), "they come together for five days and remove all barriers, accept each other, and form friendships that continue long after the conference ends," Rappleye says.

Cross-age teaching involves community

PROGRAM **Youth Educator Program**

CONTACT

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Youth Educator Program
Center for Human Development
391 Taylor Boulevard, Suite 120
Pleasant Hill, California 94523
(415) 687-8844

AUDIENCE Junior and senior high school students

OVERVIEW

High School "youth educators" are trained to teach drug information, resistance skills, and constructive ways to cope with peer pressure in this program sponsored by the Center for Human Development, a nonprofit organization located in Contra Costa County, California. Trained community volunteers or school personnel in turn train high school students to deliver a seven-session prevention curriculum to seventh- and eighth-graders. In 1991 the program received the Community Health Promotion Award of excellence for the U.S. Department of Health and Human Services. Since 1982 the program has reached more than 33,000 middle schoolers.

COMPONENTS

Planning: Center for Human Development staff surveyed parents and mental health professionals in 15 Contra Costa school districts in 1982. Results indicated a need for AOD (alcohol and other drug) education curricula for junior and senior high schools and strong support for cross-age teaching with trained educators serving as good role models. Jeanne Gibbs, **Youth Educator Program** developer, worked with parents and school personnel to develop the 1982 pilot program.

Program Description: The adult trainers are community volunteers or school personnel, who attend a 30-hour training. They then recruit, interview, select, and train high school youth educators. The 40 to 50 hours of core training takes two months to complete. Youth educators then begin presenting the curriculum to middle school students.

The curriculum covers specific AOD information: long-term and short-term physical and social consequences of use;

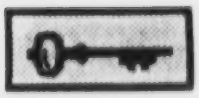
identification of pro-drug influences such as peers and media; decision-making and refusal skills; and ways to enhance self-esteem and cope with stress.

Community Alliances: Center for Human Development staff provide training, technical assistance, and consultation to schools and communities wishing to implement the program. **Youth Educator Programs** are encouraged to work collaboratively with community prevention efforts.

Success Indicators: Process evaluation data are collected from adult trainers and youth educators. Measures of knowledge and skills are given to youth educators and middle school students before and after training. Longitudinal surveys are also given to youth educators who received the program as seventh- or eighth-graders.

More than three-fourths of middle school students report increased knowledge about facts, decision making, and resisting peer pressure. "Overwhelming majorities" of middle school students say the program will help them resist AOD use and getting into cars with drinking drivers. Youth educators report enhanced confidence, self-awareness, and a sense of accomplishment and connection to the community.

Obstacles: Savannah reports it usually takes two to three months to gather support for full program implementation. "Effective communication between the high school and junior high school is crucial for program logistics to run smoothly," Savannah says.



Key to Success: In addition to utilizing research-based cross-age peer teaching concepts, Savannah believes the **Youth Educator Program** is also successful because "the process through which students learn is as important as the particular information being learned." The **Youth Educator Program** focuses on cooperative learning and emphasizes interpersonal skills, group maintenance skills, reflection, and individual accountability.

State supported program encourages peer helping

PROGRAM **Peer Education Program**

CONTACT

Susan A. Cole, Director
Peer Education Program
School Health Services Branch
Department of Health
741-A Sunset Avenue
Honolulu, Hawaii 96816
(808) 732-6199

AUDIENCE Students, grades K-12

OVERVIEW

*The **Peer Education Program (PEP)** grew out of concern that adults were not reaching teenage students with critical information such as where to go for help in crises. In order to provide a "helping network" at the school sites, more than 300 students each year are trained to provide preventative health education to both peers at their own schools and at feeder schools in their district.*

PEP is currently operating in 18 school sites throughout Hawaii, with funding provided by both the Department of Health and the Department of Education. The program is currently in 15 high schools and three intermediate schools. It is developed to be part of a long-term community plan for providing school-age children with a continuum of care from primary prevention through tertiary intervention.

COMPONENTS

Planning: In order to provide students with accurate health information through an effective vehicle, the **Peer Education Program** began in September 1988. Adult coordinators at participating sites conducted informal needs assessment through staff and student surveys. Five core areas were identified: decision making; substance abuse prevention; suicide prevention; pregnancy prevention; and HIV/STDs prevention. A planning committee that included Department of Health, Office of Instructional Services, and elected officials developed the core program components.

Program Description: **PEP** coordinators receive three yearly trainings on relevant topics. **PEP** student educators are provided with 30 hours of training conducted in classes, retreats, and workshops. Student educator training covers such topics as problem solving, pregnancy, stress, suicide, and substance abuse prevention, student assistance programs, and mediation.

PEP student educators participate in over 24 prevention activities depending on individual school site plans. In many schools peer educator classes are electives students choose at the beginning of each year. They then present health prevention information through assemblies, special rap sessions, awareness weeks, plays, interactive games, and one-to-one assistance in peer resource rooms. "Moving On Up" is a Student Transition Convention for kids transitioning from elementary to immediate school.

Community Alliances: Many community and governmental agencies and organizations are accessed as resources for peer educator trainings, class presentations, and assemblies. They also serve as referral sources for assistance that goes beyond the capacities of the peer helper and school resources.

Success Indicators: Process evaluation is collected on activities and interventions through coordinator and helper logs. The program enjoys widespread support among school staff and students and, pending funding, hopes to expand to 22 more schools next year with possible expansion into elementary schools in the future.

Key to Success: Peers helping peers is the "special strategy that makes this program work," says Susan Cole. Each year over 300 trained students move through the educational system with effective skills for helping others. Cole reports that many peer educators are being tapped into peer programs at the high school and college levels, helping to spread health prevention even further throughout the community.

Comprehensive peer helping for Waipahu

PROGRAM **Waipahu Complex SMILE Project**

CONTACT

Amy Abe, Project Director
Waipahu High School
94-1211 Farrington HWY
Waipahu, Hawaii 96797
(808) 677-0741

AUDIENCE Students, kindergarten through college

OVERVIEW

***SMILE--Students Making Individual Lives Easier**--is a drug, alcohol and gang peer prevention program that brings together all the schools in the Waipahu Complex. This includes four elementary schools, one intermediate school, one high school, and Leeward Community College. Through integrated school activities and peer education, **SMILE** informs students of all ages about the hazards of alcohol and drug abuse and offers peer pressure refusal techniques they can use.*

***SMILE** works in collaboration with the Oahu Interscholastic Athletic Association and the Honolulu Police Department Juvenile Crime Prevention Division's Alternatives to Gang Membership and Truancy Programs. **SMILE** is supported by the state Legislature and Drug-Free Schools and Communities funds.*

COMPONENTS

Program Description: The theme of **SMILE** is "Prevention Begins in Kindergarten." **SMILE** starts with the **SMILE** Readiness program in which gifted and talented high school English students work with K-3 students through storytelling, puppetry, and original creations on building self-esteem and values.

The KE KUA'ANA KOKUA (Older Sisters and Brothers Helping) program provides over 45 hours of training to high school peer educators who present prevention lessons and assemblies to students in grades four through six. OIA, the Oahu Interscholastic Athletic Association, supplements the program by offering sports clinics in which teams of athletes come to the elementary schools to discuss healthy, positive decisions.

Sports clinics in football, volleyball, basketball, and baseball are also part of the peer prevention program for seventh- and eighth-graders. A high school business telecommunications class produces prevention newsletters for students, parents, and the business community. Leeward Community College Media Center oversees the **SMILE** video work study program to create promotional and documentary films to enhance the project.

Additional **SMILE** activities include **SMILE** Play Days, **SMILE** parenting workshops, and alternative activities such as class proms, a New Year's ball, and freshman-sophomore banquets.

Community Alliances: **SMILE** peer educators receive training from many community professionals, the Coalition of Drug-Free Hawaii, the Honolulu Police Department, and organizations such as the American Lung Association. Local businesses support the program with donations of both materials and sites for special events. **SMILE** works with the Waipahu Youth Gang Task Force (C.A.N. D.O.) to share information about gangs and to reduce gang membership.

Key to Success: The range of activities, from athletic to social to academic, and the collaboration among agencies help **SMILE** continue to grow. The program philosophy also helps, says Abe. "Kids helping kids works!"

Youth framework for fun without alcohol and other drugs

PROGRAM **Friday Night Live (FNL)**

CONTACT

Susan Ibarra and Ken Phillips
Newberg High School
Elliot Road
Newberg, Oregon 97132
(503) 538-3112

AUDIENCE High school students

OVERVIEW

Newberg is a rural community located in the Willamette Valley, Yamhill County, southwest of Portland.

***Friday Night Live (FNL)** is a youth program offering student-planned alternative activities and parties that do not include the use of alcohol and other drugs. The program was originated in 1984 by the California Department of Alcohol and Drug Programs and the California Office of Traffic Safety. Since that time, more than 600,000 California teenagers have been affiliated with **FNL** activities. In 1988 Newberg High School became the first "frontier" chapter in the state of Oregon.*

COMPONENTS

Planning: Newberg adults and students attending the 1987 Oregon State Prevention Conference attended a California **FNL** presentation and began implementing a pilot program at Newberg that year. Six students and two advisors comprised the first planning committee. The California project office assisted this committee with both phone advice and printed "how-to" manuals. This group quickly gained support of the Newberg administration, planned their first activity, and started meeting on a weekly basis. Said Ibarra and Phillips, "The rest is history."

Program Description: All activities are planned and implemented by students with the assistance of an advisor. Activities have included: movie nights; "all-nighters" with music, games, contests, movies, and cinnamon rolls in the morning; open gym parties; trips to the snow and the beach; help with the school Drug Awareness/Red Ribbon Week;

attendance at the Oregon Teen Leadership Institute; assemblies; concerts; speaking engagements at local schools and agencies; and the "Adopt a New Student Program." Many of these activities are held two or three times per year.

Community Alliances: **FNL** has worked with business and civic groups, parent organizations, law enforcement, local media, and health and social service agencies. These alliances provide donations of goods, financial assistance, and media support and advertising. The police/school liaison provides crowd control at large events. Newberg Parks and Recreation has donated free use of the swim facility in addition to providing chaperones.

Over $3,000 has been raised from the business community through selling **FNL** "stock." Monies are used to pay for club parties and activities. **FNL** is also working with the local Oregon Together! project to conduct an advertising/research project in the Newberg/Dundee area (See page 3.20, Section 3, Community Partnerships).

Success Indicators: Each **FNL** activity is formally evaluated. Membership has risen from an original 50 to approximately 250. Attendance at functions is on a constant rise; the first "all-nighter" attracted 130 students, and the most recent drew 400. **FNL** sells promotional items such as teen shirts and sales of these items have grown each year. Speaking requests from surrounding schools and agencies continue to increase.

Key to Success: Mary Simpson, the Newberg district SAP coordinator, believes the key ingredient of **FNL**'s success was "the manner in which we began." She describes how students heard about the program, secured support, chose their activities and advisors, and began planning activities.

Additionally, Simpson credits the "stock" idea as a fund-raising idea that really caught on and increased community support.

The California contact is: Jim Kooler, California Friday Night Live, 1700 K Street, Sacramento, California 95814, (916) 445-7276.

4-H Enrichment program combines prevention, recreation, and awareness

PROGRAM **Lightspeed**

CONTACT
Diane Glass, Director
Douglas County O.S.U. Extension Service
P.O. Box 1165
Roseburg, Oregon 97470
(503) 672-4461

AUDIENCE Elementary and middle school students

OVERVIEW ***Lightspeed** is an in-school 4-H enrichment program that operates as youth clubs in 30 of the 37 elementary elementary and middle schools in Douglas County. The **Lightspeed** project is a collaborative effort between Roseburg School District, Douglas County Educational Service District (ESD), and Oregon State University Extension Youth Development Service. **Lightspeed** clubs offer leisure and educational activities at the participating local schools and at special county-wide events.*

COMPONENTS ***Planning:*** Roseburg School District Child Development Specialists began planning and implementing **Lightspeed** clubs in 1981. In 1988-89 the effort to expand the clubs to all interested county schools was started with the collaborative agreement between Roseburg schools, O.S.U. Extension/Youth Development, and the ESD.

Volunteer adult **Lightspeed** club leaders are recruited through presentations to school and parent organizations. Leader training depends on the skill and experience of the volunteer. Beginning in fall 1991, all leaders will be offered a one-day workshop on how to work effectively with young people, covering topics such as conflict resolution, minority awareness, and working with youth in crisis. The **Lightspeed** director organizes recruitment and training.

Program Description: Endorsing a risk-focused prevention strategy based on the Social Development Model developed by David Hawkins and researchers at the University of Washington, **Lightspeed** provides alcohol and other drug awareness information, refusal and assertiveness skills training and practice, and strives to create a positive

peer support system that will help support kids in their commitment to "say no" to drugs and alcohol. The clubs are run by the students; organizers hope that developing these leadership and organizational skills will enhance student self-esteem.

Activities vary from club to club, but generally include the viewing and discussion of videos, inspirational adult and teen speakers, and fun contests and games. Three county-wide concerts have drawn between 1,000 to 4,000 young people over three-day periods. Volleyball and swim parties are also planned for the warmer months.

Community Alliances: In 1989 the Douglas County Commissioners set up a Drug and Alcohol Task Force that developed a comprehensive plan to include law enforcement, judicial, and prevention/intervention components. The **Lightspeed** Project was awarded a grant under the prevention activities. A community advisory board directs the project. Local media publicize events and provide live TV coverage. Clubs also hear speakers from local law enforcement, juvenile justice, treatment, and self-help groups.

Success Indicators: Several evaluations are planned for the 1990-91 school year. These include a pre- and post-knowledge quiz given six months apart, and an "observational" evaluation designed by project staff to determine if clubs are following the goals and objectives of **Lightspeed**. Project staff will also examine teenage alcohol and other drug crime rates, dropout rates, and the Oregon Department of Drugs and Alcohol student use surveys. Glass points to the most recent state use survey of student alcohol and other drug use that showed usage diminishing in all areas except cigarette use. She cautions, however, that "patience to let the students move through the secondary grade programs must be allowed."

Key to Success: Glass believes the primary key to **Lightspeed** success is the "focus of student-run clubs." Each local club gets to plan what is of interest and appropriate for their area. Empowering youth with skills and knowledge has led to **Lightspeed** being replicated in both urban and rural communities. Leaders' manuals are available to interested communities.

Empowering youth to make change

PROGRAM **OSSOM-Oregon Student Safety On the Move**

CONTACT

Debra J. Jarvis, Coordinator
OSSOM
Department of Public Health
Oregon State University
Waldo Hall 316
Corvallis, Oregon 97331-6406
(503) 737-2387

AUDIENCE Students K-12

OVERVIEW

***OSSOM** is a youth empowerment program that trains youth to impact risk-taking behaviors that lead to teen traffic crashes, injuries, and death. Risk-taking behaviors include impaired driving, not wearing a safety belt, reckless driving, and using alcohol and other drugs.*

*Prevention and intervention programs, activities, and strategies are delivered by **OSSOM** Youth Chapters for other youth. These include peer education programs, alcohol/drug-free alternative activities, conferences, leadership training, assembly programs, and public information campaigns. **OSSOM** chapters have grown from 22 chapters in 1984-85 to 92 chapters for the 1989-90 school year.*

COMPONENTS

Planning: **OSSOM** was initiated in 1984 in response to the growing number of teen fatalities and injuries on Oregon's highways. The original focus on teen drinking and driving has been expanded to encourage safety consciousness among young people of all ages. State and federal traffic safety monies, donations, and program fees have provided funding for the project.

Program Description: **OSSOM** begins with a group of students who organize a local chapter with an adult advisor. Existing groups such as 4-H, Peer Helpers, REACH, Boy Scouts, and Girl Scouts can be involved as affiliate chapters. Chapters pay $5 per year to join. Each year, chapters participate in special awareness campaigns such as:

Fatality Free May for Youth Campaign, Red Ribbon Campaign, and the "Tie One On" MADD Red Ribbon Campaign.

OSSOM Peer educators teach traffic safety and alcohol and other drug prevention through the **OSSOM** Pipeline program. Trained middle school and high school students deliver classroom lessons in grades K-12. Since the Pipeline started in 1988, 1,852 students from 172 schools have given Pipeline lessons to over 33,000 students. Two hundred sixty-eight advisors have also been trained to help students prepare and deliver these presentations.

In addition to planning and conducting alcohol- and other drug-free activities and assembly programs for their local schools and communities, **OSSOM** Chapters may also participate in the annual **OSSOM** All-Night Conference, a 26-hour, non-stop format that combines learning, student exchange of ideas, and entertainment with the Oregon Teen Leadership Institute (OTLI). OTLI is a week-long training program for teams of five students and one advisor who develop community prevention action plans.

Community Alliances: **OSSOM** works with many agencies and organizations. In addition to a steering committee that includes representatives from education, law enforcement, the state of Office of Alcohol and Drug Abuse Programs, the Motor Vehicles Division, and the Traffic Safety Commission, **OSSOM** staff network with community groups and agencies to provide both in-kind and cash donations as well as volunteers. Many of their safety awareness campaigns have involved extensive collaborative efforts with public and private agencies.

Key to Success: A real believer in youth-delivered programs, Jarvis says **OSSOM**'s combination of "variety and uniqueness of strategies along with yearly conferences and trainings" has contributed to the growing success of **Oregon Student Safety On the Move**. Each year the number of chapters and participation in **OSSOM** activities has continued to grow.

Students and teachers select and support helping groups

PROGRAM **Student Helping Groups**

CONTACT

Judy Scales
SAIL Coordinator
Obsidian Jr. High School
1335 SW Obsidian
Redmond, OR 97756
(503) 923-5437

AUDIENCE Junior high students, grades six through eight

OVERVIEW

Redmond, located in the geographical heart of Central Oregon, is a rural community of fewer than 8,000 residents. More than 21 percent of the students qualify for free and reduced lunches in this predominantly White community.

***Student Helping Groups** utilize the existing "helping network" among students and staff, and provide training to students to help them more effectively help others, either individually or as part of a group. Currently there are 10 **Student Helping Groups** in operation at Obsidian Junior High School.*

COMPONENTS

Planning: The adaptation of the Natural Helpers Program to be more applicable to the Obsidian population began in 1989 when Scales decided to "broaden the scope" to include more students and to "allow the student to choose how he or she wanted to be involved." Staff were also informally surveyed to determine staff interest in advising different groups of students. The program was planned by Scales with assistance from a counselor, a teacher, and CORE Team members.

Sixteen different staff members volunteer their time to advise the groups. Student body funds and community donations are used for materials and supplies.

Program Description: The **Student Helping Groups** recognize that students help others in a variety of ways. The program offers 10 different areas in which students can provide assistance to other students. All receive specific training in listening skills, providing information or referral,

and providing leadership and education to help others make their own choices.

Students choose to join a **Student Helping Group** based on their interest and willingness to participate. Number and types of groups which are active in any given year is dependent upon student interest and commitment as well as program limitations of time and space.

The 10 **Student Helping Groups** are: (1) "Peer Advisor"; (2) "Tutors," at both junior high schools and two elementary schools (eighth-graders only); (3) "Leadership," serving as the student government council; (4) "REACH" drama group that performs for junior high and elementary students; (5) "OSSOM" (Oregon Student Safety on the Move) (See page 1.20, Section 1, Peer Programs), cross-age prevention teaching to elementary students and organization of health and safety activities at junior high; (6) "Big Brother/Big Sister," outside-of-school activities with a younger student; (7) "Dear Abby Consultants" for the student newsletter; (8) "Student Store Workers"; (9) "Office Helpers"; and (10) "Special Assignments" for students not interested in joining a group but who would like to help when needed by teachers or counselors.

Success Indicators: Each group develops its own informal process evaluation. Student participation has grown in the two years of operation to a consistent involvement of 164 students.

Key to Success: In addition to strong administrative and staff commitment to program goals and willingness to participate as advisors, Scales believes the "emphasis on teamwork, helping, and role-modeling as opposed to individual accomplishments or popularity" helps make the program work well. "When you focus on students' interest and willingness to participate," she says, "you can help show kids the intrinsic rewards of helping others."

Scales believes another key factor is in making sure time is available for group advisors to plan and network as well as providing time to the student groups to meet. Obsidian has an advisee period each morning, and groups can meet on Thursdays and Fridays.

District-wide support for peer programs

PROGRAM **Portland Peer Helpers**

CONTACT

Bonnie Brown/Luke Saporito
Alcohol and Drug Specialists
Portland Public Schools Alcohol and Drug Program
531 SE 14th Avenue
Portland, Oregon 97214
(503) 280-5840, ext. 283

AUDIENCE Students, grades K-12

OVERVIEW

Portland Peer Helpers *is one of the many projects coordinated by the Portland Public Schools Alcohol and Drug Program. This program oversees prevention and intervention programs for the 55,000 students in the Portland district. Currently, there are peer helper programs operating in 11 high schools, 17 middle schools, and one elementary school.*

COMPONENTS

Beginning in the early 1980s, middle school and high school alcohol and drug contacts indicated a strong interest in peer helping programs. High school peer helpers were giving testimonials regarding the benefits of peer programs at various school board meetings. Mini-grants to fund peer programs were first made available in 1984. All middle schools have had peer programs since 1989; implementation at the high school level was completed in 1990.

Program description: The district Alcohol and Drug Program has written a peer-helper manual and curriculum guide to set standards for peer programs. Each peer-helper program must conduct a training retreat and hold regular meetings with its peer helpers. Most schools meet at least once a month, although some schools meet as often as once a week. Several high schools offer daily peer-helper classes.

Peer-helper activities might include: one-on-one peer helping, academic tutors, new student orientation, co-lead and/or lead discussion groups, conflict managers, school climate projects, and cross-age facilitation.

Each school develops peer programs based on individual needs, interest, and staffing capabilities. Site action plans are written that detail peer activities for each year.

Peer-helper facilitator training is provided several times a year by Brown and Saporito. Monthly meetings are held with high school staff to discuss program implementation and management. School counselors meet individually with district staff to review and evaluate program progress.

Community Alliances: All peer-helper programs are encouraged to have an advisory board made up of teachers, students, parents, administrators, and possibly business or community members.

Success Indicators: A "Peer Helper Scale" was developed by the Portland Public Schools evaluation department. This scale is given to schools' programs to pretest and posttest peer helpers on five sub-scales: knowledge, helping, listening skills, trust building, and student empowerment. Results show that peer-helper students showed more overall improvement in their ability to help peers with problems than the comparison group. Peer helpers showed the highest gains in knowledge, decision making, and student empowerment.

Obstacles: Brown states that administrative support for peer programs is crucial and that program credibility with staff is also important.

Key to Success: District-required standards and frequent training and consultation services help implement peer programs in such a large district. The evaluation component of the program allows schools to improve and change programming.

There's "something to do" in rural Montesano

PROGRAM **Substance Use Resistance Efforts (SURE)**

CONTACT
Denise Fitch, Coordinator
Montesano Junior/Senior High School
418 East Spruce Street
Montesano, Washington 98563
(206) 249-4041

AUDIENCE Students, grades seven through 12

OVERVIEW

Montesano School District is located in Grays Harbor County, Washington. With a timber-dependent economy, the county is currently economically distressed. The city of Montesano has 3,800 residents, and 650 students in grades seven through 12 share the same school facility.

The district is currently working on implementing a comprehensive K-12 prevention program. ***SURE****, one component of the district effort, is a service/alternative activities program. Students are involved in planning and implementing all* ***SURE*** *activities. Membership is growing and fewer kids are saying, "But...there's nothing to do here!"*

COMPONENTS

Planning: **SURE** began in 1986 primarily as a committee formed to "identify the drug problem and develop rules and regulations to deal with the issues." Community members, students, parents, and school personnel have helped the group evolve into a youth service organization.

Program Description: Each fall, **SURE** student officers plan and outline goals and objectives for the coming year. Fitch, the volunteer coordinator, provides guidance and support. There are weekly, biweekly, seasonal, and ongoing **SURE** activities. Some examples include: furnishing crossing guards for elementary and preschool students; leadership retreats for junior high students; dances; fun runs; New Year's Eve Lock-In parties; community/school student speakers bureau; and child care for district-sponsored parenting classes. "Fifth Quarters" are especially

popular with seventh-, eighth-, and ninth-graders. Held at school, they offer dancing, Nintendo, basketball, volleyball, movies, and contests. Highly visible community activities such as street dances and sock-hops ensure that students get "positive strokes" from their community.

Community Alliances: **SURE** officers and members enjoy financial support from civic and PTA groups.

Success Indicators: Fitch reports an "active and growing" membership. **SURE** has been recognized by the state-sponsored Debbie Armstrong Challenge for two consecutive years.

Obstacles: Lack of consistent funding and the difficulty of scheduling meeting times in a rural community are challenges for **SURE**.

Key to Success: "Having the students plan and implement their own activities is a major key to our success," says Fitch. "Our activities are visible to the school and to the community, and our kids feel good about being involved."

National youth program works well in Walla Walla

PROGRAM **Walla Walla Youth to Youth**

CONTACT Cathy Elstrom, Program Director
P.O. Box 1302
Walla Walla, Washington 99362
(509) 525-8865

AUDIENCE High school students, grades nine through 12

OVERVIEW ***Youth to Youth** is an international, non-profit youth prevention/education program that is working particularly well in the rural Eastern Washington town of Walla Walla. The program stresses personal growth, fun alternatives, positive peer support for drug-free lifestyles, and impacting community norms. **Youth to Youth** emphasizes teens and adults working together toward community wellness. The Walla Walla Substance Abuse Task Force considers **Youth to Youth** among its most positive prevention messengers. Peggy Needham, task force chair, says, "Once we got the kids involved here, everyone else joined with us!"*

COMPONENTS ***Planning:*** Local efforts at youth involvement in prevention programs were going nowhere in Walla Walla until a small nucleus of local students attended a **Youth to Youth** conference in Idaho sponsored by Parents and Youth Against Drug Abuse (PYADA). Endorsed and financially supported by both the school district and the Task Force, the program started in September 1990. The **Youth to Youth** planning team includes the Walla Walla Substance Abuse Task Force chair, a chemical dependency counselor, district superintendent, principals and teachers, adult volunteers, and youth staff.

Program Description: Teens and adults are trained in regional conferences in how to adapt **Youth to Youth** to the needs of their communities. In Walla Walla, youth attend leadership conferences twice a year; lead weekly support groups at each school that plan, sponsor, and implement parties and special events quarterly for the county and monthly for each school; and give elementary school

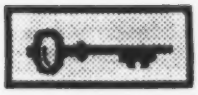
presentations as requested. They are active prevention advocates who speak to numerous civic groups and demonstrate positive youth models.

Each **Youth to Youth** group has an adult sponsor. Sponsors attend inservice training once a year prior to the start of school. A **Youth to Youth** newsletter keeps the community and students informed of activities.

Community Alliances: Walla Walla treatment providers, civic groups, juvenile justice, law enforcement, religious organizations and social service agencies all collaborate with **Youth To Youth** through shared referrals, resources, speakers, and assistance for special events.

Success Indicators: Data are collected on each meeting, assembly, and presentation. Elstrom reports that participation and attendance has increased at all **Youth to Youth** activities. She also reports a long-term commitment to abstinence by members and that "requests for presentations far exceed our capability to schedule."

Obstacles: "Make sure you have a clearly written no-use policy in place prior to program development," says Elstrom. No "responsible-use mixed messages" are part of **Youth to Youth**.



Key to Success: Elstrom firmly believes "the concept of positive peer prevention is what makes the program work so well." She believes the strategy of adults providing support and training with the youth managing and running the program is another part of **Youth to Youth** that has worked well in Walla Walla.

The national office for **Youth to Youth** is: **Youth to Youth**, 700 Bryden Avenue, Columbus, OH 43215, (614) 224-4506.

High school peer helping in Laramie

PROGRAM **Students Offering Support**

CONTACT

Sandy Teegerstrom, Counselor
Laramie High School
1275 North 11th Street
Laramie, Wyoming 82070
(307) 721-4420

AUDIENCE High school students

OVERVIEW

Students Offering Support *is a high school peer helper program for the Laramie High School population of 850 students. Currently there are 21 students in the program, which is facilitated by one counselor.*

Part of the district's Drug-Free Schools and Communities strategies, the trained peer helpers are available to members of the student body throughout the school day. Peer helpers are available for one-to-one work, classroom presentations, and work with special education students. They also work with junior high students twice a year on decision making and refusal skills.

COMPONENTS

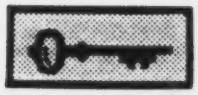
Planning: Using existing peer helper training materials, Teegerstrom and a school social worker developed the program in 1983.

Program Description: Laramie peer helpers participate in an overnight retreat during Labor Day weekend. During the retreat they learn self-awareness and group cohesion-building techniques. Back in school, they participate in weekly meetings where they: (1) learn counseling skills and strategies; (2) receive information on issues currently of concern to adolescents; and (3) learn about the referral process and sources for referral within the school and community. The weekly meetings last 55 minutes and also allow for group support time for peer helpers to work through their own issues.

Peer helpers also attend an out-of-state retreat that provides them additional peer helping skills and strategies.

Community Alliances: Various Laramie civic, social service, and law enforcement agencies and organizations make presentations about their work to the **Students Offering Support** peer helpers. Families of peer helpers are enthusiastic supporters, as is the local media.

Obstacles: Teegerstrom admits that the "getting out of class" label was hard to overcome with high school teachers. To gain support for the concept of peer helping, she familiarized the staff with program training procedures to help them realize the weekly meetings "were not just free time."



Key to Success: Teegerstrom believes that a key element in the success of such a program is to prevent the selection process from "becoming a popularity contest." To avoid this, she makes classroom presentations on the program and solicits recommendations of peer helpers from both students and teachers.

Teens and adults retreat to break down barriers

PROGRAM **Teen Leadership Coalition**

CONTACT

Karen Hayhurst
Drug-Free Schools Coordinator
Campbell County School District
1000 Camel Drive
Gillette, Wyoming 82716
(307) 686-2628

AUDIENCE High school students grades, nine through 12; seventh- and eighth-graders (1991-92 school year)

OVERVIEW

*In the first year of operation, the **Teen Leadership Coalition** has provided leadership training to 24 high school students from diverse peer groups. The goals of the program include: (1) teaching leadership skills the youth can take back and use with their peer groups; (2) learning that communication and appreciation can develop across peer groups; and (3) development of trust with caring adults.*

The 24 students and six adult facilitators participate in a three-day weekend retreat where they receive training in trust and bonding issues, empowerment, communication, self-care, and peer helping and refusal skills.

COMPONENTS

Planning: A Hazelton Health Services survey administered yearly for the last three years to students in grades seven through 12 has consistently demonstrated a need for a peer helpers program. Hayhurst worked with the high school CORE Team and the Community Advisory Board to plan the program. The start-up date was September 1990. Program staff have attended SAP Implementation and Evaluation Workshops from the Western Regional Center.

Program Description: The **Teen Leadership Coalition** is now comprised of high school students in grades nine through 12. During the 1991-92 school year it will expand to include students in grades seven and eight.

Students are chosen from two county high schools and the Alternative/Transitional Center. Students are recommended by teachers, administrators, parents, and peers. Much care is given to ensure that the coalition represents all the peer groups within the Gillette student body. Says Hayhurst, "We want the jocks, hoods, musicians, speech and debate kids, cowboys, punkers....everybody."

After the weekend leadership training, there is no formal further obligation for the coalition members; however, the majority of the students continue or begin to be involved in more school and community activities where they can practice their newly learned skills. Two recent programs have grown out of the coalition: a teen theater and the Elementary Partnership Program.

Community Alliances: Program planners coordinate with the DFS Community Advisory Board, City/County Alcohol Traffic Safety Task Force, the Youth 2000 Program, and local D.A.R.E. officers who facilitate high school support groups. Many of these groups have participated as facilitators in the teen leadership program.

Obstacles: The biggest obstacle Hayhurst reports is the challenge of "balancing the number of 'high risk' participants with the number of students who appear to be from more stable environments."

Key to Success: Hayhurst says the empowerment and bonding activities "give students the background to learn and retain peer helper skills." For similar programs she advises using lots of physical activities to keep the participants alert and ready to learn.

SECTION 2

Student Assistance Programs

STUDENT ASSISTANCE PROGRAMS

Student assistance programs (SAPs) help, not punish, youth who, for a variety of reasons, may need extra support. These reasons may be related to chemical use and abuse, academic or behavior stress, the result of living in unhealthy families, or "just" adolescent concerns. In SAPs, students of all ages are identified by trained school teams who make referrals to appropriate services. A recent GAO report indicates that local Drug-Free Schools and Communities programs are emphasizing SAPs more than ever before.

The programs described in the following pages include support groups, alternative classes, adult mentoring programs, out-of-school retreats, and special events to celebrate student recovery. Programs range from early elementary through high school and many include families. All send the same message: *We care and we want to help.*

In-school suspension program gives students support

PROGRAM **REACH**

CONTACT

Teresa M. Johnson, Principal
REACH
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Anchorage, Alaska 99507
(907) 563-2277

AUDIENCE District students K-12

OVERVIEW

REACH is the Anchorage School District's alternative drug suspension program and is located near public transportation in five portable buildings in midtown Anchorage. Part of a district comprehensive plan toward intervention and early identification, REACH provides a program for students who have been suspended for drug/alcohol-related offenses or who volunteer for help with substance abuse recovery. REACH has both counseling and education goals for students and their families. Results have been promising: overall suspensions for substance abuse have declined every year for the last eight years and the recidivism rate remains at under 10 percent.

COMPONENT

Planning: District suspension statistics and law enforcement data indicated student suspensions correlated directly with the number of juvenile crimes and the prevalence of alcohol and other drug use by students. A central administration member, school psychologist, principal, and community and school board members helped develop the **REACH** program. Beginning in the 1980-81 school year, the program has evolved from a night school program to a full-time day school program.

Program Description: There are three components of **REACH**: (1) short-term, seven-day suspension designed to provide education and assessment; (2) long-term, 45-day suspension which provides three to four hours of counseling and education per day; and (3) the non-suspended/voluntary program, for recovering students, also 45 days. Students return to their regular school based on teacher recommendations and completion of the program.

Families and students both receive counseling in individual and group settings that is designed to give basic chemical use/abuse information, intervention strategies, and improved communication skills. Individual denial systems are confronted through peer and counselor feedback.

Students are not penalized for attending **REACH**. The education component provides short-term students with assignments from the home school. Long-term students have **REACH** teachers as their regular teachers. Weekly written contracts and grades are given for each subject. Exit conferences are held with teachers, counselors, administrators, and parents.

Community Alliances: Community agencies, businesses, civic organizations, self-help groups, and law enforcement all help the **REACH** program. They offer continuing treatment, help students "earn their way" back to home schools through community service, and provide recovery support groups.

Success Indicators: Students are tracked on such characteristics as reasons for suspensions, age group, grade level, repeat offenses, and ethnic and special ed populations. Every three years a follow-up survey to parents and students provides long-range feedback. For the past eight years overall alcohol and other drug-related suspensions have declined. Fewer than 10 percent of **REACH** students re-enter the program. Volunteer requests have increased 100 percent in the last three years.

Obstacles: Program planners realized quickly that this cannot be a "part-time program." Adequate resources and administrative support to implement an alternative school are needed.

Key to Success: Teresa Johnson cites two strategies that contributed to initial **REACH** success. The first is a district policy mandating attendance and requiring successful completion of the program. The second was the willingness of the district to hire specific substance abuse counselors rather than use certificated school counselors who might be unfamiliar with chemical dependency issues.

Elementary groups promote student/teacher bonding

PROGRAM **A Time For Kids**

CONTACT
Ms. Toni Souza, Prevention Coordinator
Monterey County Office of Education
P.O. Box 80851
Salinas, California 93912-0851
(408) 755-6466

AUDIENCE Elementary children of drug-dependent parents

OVERVIEW

A Time For Kids (ATFK) *is an in-school elementary intervention program designed to provide children from alcohol- and drug-dependent families with a safe, nuturing place to examine and challenge their patterns of co-dependent behaviors and feelings. The program is part of the county plan and is currently operating in 45 county schools.*

Souza reports "wonderful bonding experiences for both teachers and students" and reports that by requiring parental consent for the support groups, many families have now sought assistance for themselves and/or their families.

COMPONENTS

Planning: The **A Time For Kids** curriculum was developed by Monterey County Office of Education and Monterey Peninsula Unified School District staff with advisory assistance provided by community members. Program planners received Community Intervention's Kids Are Special training, and attended workshops on multicultural issues and art therapy. They also attended Western Regional Center SAP and ESAP trainings.

Program Description: **ATFK** has two components: (1) facilitator training; and (2) educational support groups. In the facilitator training, training takes place in a three-day interactive group process. Facilitators are school administrators, support staff, school psychologists, counselors, nurses, and community counseling agency personnel. To date, 120 people have been trained in the program.

Educational Support Groups: Trained site facilitators lead groups with County Office of Education co-facilitators. **ATFK** groups meet for approximately 50 minutes once a week for a series of 10 weeks. They meet during school time. Students are referred by school staff and /or parents by behaviors that place them at risk or indications that they may be from a dysfunctional family. Parental permission must be secured to participate in **ATFK**.

Community Alliances: The Monterey County Schools Health Promotion Council includes members from all governmental, law enforcement, business and civic, family, and social service agencies. The council serves in both advisory and referral capacities for **ATFK**. The **ATFK** program is part of the California DATE program for Monterey County.

Success Indicators: Since it is a new program, formal evaluation activities have not yet taken place. School personnel are increasingly requesting the training and the program for their schools.

Key to Success: Souza believes the program is successful for various reasons: (1) **ATFK** is done on school time. "With elementary students," she says, "they often cannot access programs in the community or those offered through other agencies"; (2) using school personnel, the program allows student and adults to "see each other in different capacities"; (3) parents are involved through the permission process and many are now seeking intervention; and (4) training. Souza calls the hands-on, participatory training "the backbone of the program."

Self-contained classes for middle school students

PROGRAM **CARE Levels I and II (Community Action for Responsive Education)**

CONTACT

Lisa Thompson, Teacher
South Tahoe Middle School
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South Lake Tahoe, California 95702
(916) 541-6404

AUDIENCE Middle school students at risk of dropping out

OVERVIEW *CARE is an intervention program for students most at risk for dropping out by grades seven or eight. The goal of CARE is simple: provide students with anything necessary for a positive school experience. For some students this may be academic assistance. For others, a safe and secure learning environment may encourage them to attend school on a daily basis. CARE students are staying in school, and more importantly, Thompson reports, they are working with others successfully.....and SMILING!*

COMPONENTS ***Program Description:*** There are two levels to the **CARE** program. Level I is operated by a **CARE** consultant. This individual works a fixed number of hours per week with at-risk students in their regular classroom providing academic assistance and advocacy for both child and family.

CARE Level II is a self-contained classroom for four of the seven periods per day. Students receive instruction on study skills, English, self-esteem, and additional tutorial help. Both programs serve approximately 18 students each.

CARE students are recommended through Student Study Teams after other modifications to the learning program have been unsuccessful.

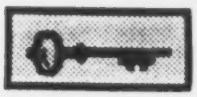
Community Alliances: **CARE** works in cooperation with the El Dorado Department of Education and the County Probation Department. **CARE** students, being identified as

"higher risk," utilize many community agency and business resources within the community.

CARE is part of a long-range school/community plan to assist higher risk students. **CARE** Level I was recently begun at both South Tahoe High School and Mount Tallac Continuation School.

Success Indicators: The program has been in operation for one full year. Success to date is measured in terms of student attendance and progress of grades. Attendance has increased dramatically and most students are presently passing classes they were previously failing. Principal observations note a positive feeling and sense of belonging that was absent prior to **CARE**. Students have also, at their own request, asked to enter the program at both Levels I and II.

Obstacles: Opportunities for experiences away from the school setting, such as field trips, are limited. Staff must be willing to monitor and revise the program as needed.



Key to Success: "A strong relationship between school, law enforcement, and the county must be in place from the start," says Thompson. "Leadership must also be a strong advocate for the student---the 'regular' system has failed these kids in the past and this program must be flexible enough to deal with children who are forever changing."

Team approach and volunteerism provide support groups for all

PROGRAM **Chemical Awareness Network**

CONTACT
Jan Ryan, CAN Coordinator
Desert Sands Unified School District
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Indio, California 92201
(619) 347-8631, ext. 230

AUDIENCE Students K-12

OVERVIEW

*The **Chemical Awareness Network (CAN)** is a K-12 district-wide intervention program offering individual and group support for every student in the 12 K-5 schools, four middle schools, and three high schools. Offering extensive training and awareness information to all district personnel and community members, the program in 1989-90 made 1,423 group and 738 peer helper contacts. A key factor in this success? Ryan says, "We celebrate volunteerism and have wonderful access to our elementary counselors."*

COMPONENTS

Planning: Yearly surveys to identify middle school and high school student problems consistently place alcohol and other drugs among the top three problems. Middle school and high school counselors worked with teachers, a coach, and a special education teacher to write the policy and gain board support. The program was first piloted in 1983.

A team approach continues to characterize the program. Each site has a chairperson who receives a stipend to collect data and attend monthly district coordination meetings. Teams include classified staff such as clerical workers, gardeners, and attendance staff, in addition to teachers and counselors.

Program Description: Elementary groups include small groups that meet weekly or biweekly for 30 minutes to focus on change, self-esteem, decision making, and living in a dysfunctional system. The K-5 elementary counselors lead these groups.

Secondary groups are both chemical specific that help students assess alcohol and other drug use, provide support,

or follow an AA format, and groups that address teen problems and grieving. There are also general support groups. Natural Helpers operates in grades 6-12.

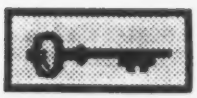
District training is a key component of CAN. Program planners have attended Community Intervention Basic and CORE training and receive ongoing training through the Betty Ford Center and regional conferences. Western Regional Center has provided evaluation services. Staff training in group facilitation, chemical dependency in schools, and Natural Helpers is ongoing throughout the year.

Another unique strategy is Project Concern. Students who participate in extra and co-curricular programs must contract to be AOD-free and attend with their parents a yearly awareness program.

Community Alliances: A CAN Community Advisory Board meets three times a year and there are substance abuse network meetings monthly with treatment providers. Bimonthly law enforcement/school security task force meetings are held, and CAN staff are regular members of district PTA groups. CAN provides awareness information sessions to the school board and community groups, and offers parenting workshops for the inter-council of churches.

Success Indicators: Site chairpersons collect data on groups and number of participants. Process evaluation forms and interviews are also used. There are now more self-referrals than mandatory group attendance. Elementary groups are growing, and there are fewer suspensions at the middle schools. Staff awareness of the program is strong, and general funds are committed to help support the program after some existing grants expire.

Obstacles: Ryan cautions that, initially, even trained staff can sometimes be quick to diagnose chemical dependency which can jeopardize the program's credibility.



Key to Success: "Our program truly celebrates volunteerism and allows us to serve many more students and families," says Ryan. School staff volunteer for CORE Teams, helping with awareness presentations and data collection.

A community safety net to reduce gangs and drugs

PROGRAM **CHOICES: Youth At Risk**

CONTACT

Ruben Gonzales Jr., Program Director
San Bernardino Co. Sheriff's Department
655 East Third Street
San Bernardino, California 92415
(714) 387-3600

AUDIENCE Junior and senior high school students

OVERVIEW

*A "community coalition partnership," **CHOICES: Youth At Risk** involves the county sheriff's department, county schools, and several community-based organizations. Combining classes, Wilderness Camp, and the Choices Club, the program is designed as a gang and substance abuse intervention program that will help "empower communities with the tools necessary to heal themselves." The program integrates prevention, intervention, and recovery systems to give students "survival tools" in education and experience.*

COMPONENTS

Program Description: Originating in 1987, **CHOICES: Youth At Risk** has three components. The first component, a 17-week class, is taught by law enforcement personnel on campus and is taught to youth identified as at risk due to gang activity, substance abuse, juvenile delinquency, or academic failure. Lessons deal with critical thinking skills, problem solving, emotion control, positive leadership, prosocial values, and self-empowerment versus self-destruction.

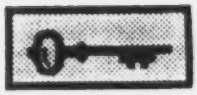
The second component, a seven-day youth at-risk wilderness camp enables students to experience and practice many of the concepts and strategies they studied in the class. In a setting promoting acceptance, safety, and structure, students learn self-control and consequences of their action.

The final component, Choices Club is designed to provide a positive youth club that gives prosocial recreation, aftercare for recovering substance abusers, support for children from

dysfunctional families, and career and job training opportunities. Club members do community service and are eligible for scholarships.

Community Alliances: A team of law enforcement, school, and community treatment and support personnel provides ongoing support for students in **CHOICES**. County Probation and SARBs are part of the **CHOICES** partnership. The program works extensively with the YMCA during the camp and in Choices Clubs. Parent Action Groups and Special Citizen Patrols also support and work with **CHOICES** staff. Gonzales calls this a "well-trained safety net" helping all students "know they are supported and valuable members of their community."

Success Indicators: Evaluation data were not yet available; assessment is in progress.



Key to Success: Gonzales believes **CHOICES** works because the process "distributes ownership back to the entire community to heal themselves." "The combination of strategies," he says, "also helps protect, enhance, and restore the health of the people."

Parents and children GROW together

PROGRAM **GROW: Getting Ready for Our World**

CONTACT

Sharon McClain
Coordinator of Student Support
Escondido Union School District
1330 E. Grand Avenue
Escondido, California 92027
(619) 432-2198

AUDIENCE Kindergarten students and families

OVERVIEW *GROW is a program designed to meet the early intervention needs of at-risk kindergarten students. Extended day activities are designed to stimulate learning in five developmental areas--physical, social, emotional, intellectual, and creative--and to ensure success in a total school environment. GROW also is designed to meet parent needs. Parents agree to participate in at least two parent involvement workshops per month and to help in their child's class at least one day per month.*

COMPONENTS

Planning: **GROW** is a new program. The planning stage began in February 1990 when a district-wide committee of teachers researched early childhood education findings and proposed a district policy for early childhood developmental learning. The Board of Education approved a grant application to the private Shea Foundation and the program was initiated in April 1991. Consultant services were written into the proposal.

Program Description: Regular kindergarten children are identified for **GROW** by testing for developmental achievement in readiness, gross motor skills, and fine motor skills. Parents must agree to attend at least two parent involvement workshops each month and to volunteer in their child's class at lease one day per month. Background factors such as family size, number of persons in the household, and socioeconomic level are taken in consideration. Child care is always provided.

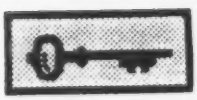
Children attend **GROW** sessions four days a week. For both morning and afternoon kindergarten classes, children spend an extra two and a half hours in **GROW** activities Tuesday through Friday. Monday **GROW** time is reserved for parent workshops and in-home visitation.

The ratio of adults to students is 10 to 1, with a teacher and aide in each **GROW** class. Daily activities include large and small group participation. Individual learning situations include music, science, math, blocks, dramatic play, puzzles, and books. Activities are coordinated to develop both visual and auditory discrimination as well as fine and gross motor coordination. Children are encouraged to question, guess, observe, and "find out for themselves" through science experiments.

Parent workshops focus on child development and positive parenting strategies.

Community Alliances: The **GROW** concept is supported by local business groups, the district curriculum council and student support programs network, and community advisory council. The private industry Shea Foundation provided a grant of $150,000. The Escondido School Board has also committed funds for the program.

Success Indicators: **GROW** children are screened before and after participation with instruments that assess skills in specific developmental areas. The program is too new to report indicators; however the district plans to expand the program immediately to additional schools if funding can be secured.



Key to Success: Sharon McClain believes the parent component to **GROW** is very important. She adds, "In recognition of the influence parents exert on their children's development, parent participation and education is a fundamental component of the **GROW** program."

Police/school partnership supports kids and families in rural communities

PROGRAM **PRIDE**
Paso Robles Intervention & Drug Education

CONTACT
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Paso Robles Public Schools
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AUDIENCE K-12 high-risk students/families

OVERVIEW

***PRIDE** is a partnership between the Paso Robles Police Department and the public schools that is supported by district funds and a California Office of Criminal Justice Planning (OCJP) grant. **PRIDE** enhances the existing juvenile diversion program by providing intensive counseling and education services for students and families. A police community service specialist and the school-based **PRIDE** coordinator work together in this program designed to reduce drug use and gang involvement.*

COMPONENTS

Planning: A student use and needs assessment survey for grades four through 12 revealed that high-risk children were not receiving necessary specialized services in this geographically isolated community. The program was planned by the police department with assistance from county and school site personnel and was initiated in July 1990.

Program Description: A police community service specialist/youth officer works directly for the school district 10 months a year, referring juvenile offenders to the school-based **PRIDE** coordinator for counseling. School staff, other law enforcement personnel, and community agencies are also trained to make **PRIDE** referrals.

Families receive an average of four to eight counseling sessions; **PRIDE** counseling is in addition to, not in place of,

regular school counseling. For additional family support, two yearly Parenting Faires use community professionals to present workshops on issues such as risk and protective factors, drugs, gangs, and stress.

PRIDE funds also support a successful district cross-age peer counseling program; the development of a computer-based tracking system for at-risk students; and staff training on **PRIDE** goals, signs and symptoms of drug use, and how to refer students to the program.

Community Alliances: **PRIDE** enjoys wide community support. In addition to providing referrals and serving on the **PRIDE** advisory board, many community agencies and civic/parent groups assist in the planning and presentation of the Parenting Faires. **PRIDE** is represented on the Concerned Citizens for a Safer Community task force.

Success Indicators: Program referral data and parent evaluation forms indicate increasing awareness and support for the program. More than 100 parents attended the Parenting Faires, and there is a waiting list for counseling.

Obstacles: According to Kohler, school site staff need periodic updates on the referral process and "reminders that the program is a resource, not a catch-all."

Key to Success: Kohler believes the program succeeds because of strong administrative and city support and because the staff "works for both the police and the schools. "We're also successful," she adds, "because counseling is free, within the community, and families do not have to travel."

Alternative to detention draws both students and community

PRACTICE **Saturday Seminars**

CONTACT

Toni Bongiovanni, SAP Counselor
Fallbrook Union High School
2400 S. Stagecoach Lane
Fallbrook, California 92028
(619) 723-6315

AUDIENCE High-risk secondary students; community members

OVERVIEW *Fallbrook is located in San Diego County; the district serves 2,100 predominantly White and Hispanic youth. The* ***Saturday Seminars*** *are held in a classroom on the high school campus and are offered four times a year as an educational alternative to Saturday school detention. The goal is to reach high-risk students in a positive, learning, non-threatening environment. The seminars are also free to the general public. Attendance has doubled in the third year of operation.*

COMPONENTS:

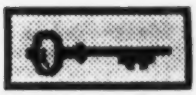
Planning: As a SAP counselor, Bongiovanni felt high-risk students needed more than short-term health education. She also wanted to provide information in a setting other than the punitive graded school detention program. The program was started in 1988.

Description: Four **Saturday Seminars** are held yearly, with the first always scheduled in conjunction with Red Ribbon Week and before Halloween, a major party weekend. Seminars last from 9 a.m. to noon. Information and discussion are offered on topics such as: alcohol misuse and misconceptions, stress, drugs, eating compulsions, "girl talk," tobacco, depression and suicide, and sexually transmitted diseases/AIDS. Speakers have included community service providers and former athletes.

The overall goal of the seminars is to empower students to correct negative, self-defeating actions and to help educate the community as well.

Community Alliances: Community organizations and agencies are informed of the seminars through press releases. Community members are also utilized as presenters.

Success Indicators: Student feedback is requested at the end of each presentation, and suggestions for future topics and ideas for format change are encouraged. Topics are flexible and current.



Key to Success: Always fighting community apathy, Bongiovanni takes great efforts to ensure that the content of the seminars is relevant to her audience. She says she tries to "incorporate broad-scope information in a way to make it local and personal without being individually intrusive." Sixty-eight people attended **Saturday Seminars** last year.

High school SAP shows promising survey results

PROGRAM **SAP CONNECT**

CONTACT

Shirley Swank, Coordinator
Kern High School District
2000 24th Street
Bakersfield, California 93301
(805) 631-3109

AUDIENCE High school students

OVERVIEW

Highland High School has been chosen as both a U.S. Department of Education Secondary School Recognition program (1988-89) and a California Distinguished School (1988). Highland has an enrollment of 1,800 students from predominantly White and Hispanic families from all economic levels.

***SAP CONNECT** is a component of a comprehensive tobacco, alcohol, and other drug program at Highland. In the past six years, the school has lowered its dropout rate, increased advance placement courses, and watched the number of students continuing on to college grow to 75 percent. Baseline data from two surveys also show alcohol, marijuana, and cocaine use steadily declining and student awareness of substance abuse steadily rising.*

COMPONENTS

Planning: Highland developed and implemented the comprehensive program in fall 1987. **CONNECT** program planners have received Advanced SAP and Support Group Leadership training as well as extensive technical assistance from the Western Regional Center.

Program Description: The Highland program has five components: prevention, intervention, discipline, parent and community involvement, and evaluation.

Prevention efforts begin with an infusion of alcohol and other drug information into the curriculum at all levels and support a variety of activities outside of class such as Friday

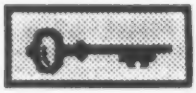
Night Live, Red Ribbon, and Just Say No (See page 1.4, Section 1, Peer Programs). There is a district-wide policy in place, community and parent members participate and financially support the programs and activities, and a computerized evaluation component tracks student surveys and participation.

CONNECT was developed as the Intervention SAP program. The school site CORE Team (called **CONNECT** Teams) meet weekly to screen referrals made by teachers, staff, parents, and students. In addition to the referral system, **CONNECT** has confidential screening, Insight Groups, referral to outside agencies, intervention specialist on staff, advanced CORE Team training, and non-punitive policies in lieu of disciplinary action for certain reprisals.

Six groups are offered at each of the 10 district high schools. CORE Teams also advise the district peer counseling programs.

Community Alliances: Members from government, treatment, social service, and civic groups sit on school district boards and also provide consultation and trainings to the program.

Success Indicators: Surveys given to 10th-graders in 1988 and 1990 show the following: (1) decrease in alcohol, marijuana, and cocaine use; (2) increase in percentage of students who have never used; (3) decrease in drinking or drug use at most parties attended; (4) increased "disapproval" in use by friends; and (5) an increase (39 percent) in student awareness of substance abuse dangers taught by the school.



Key to Success: **CONNECT** referrals have grown each year; to date 80 percent are self-referred. Swank says ***CONNECT*** works well because "we place the SAP program securely in the guidance program" and "we have a district-level coordinator."

Helping kids in urban settings

PROGRAM **Student Assistance Program**

CONTACT

Ralph J. Cantor
Counselor/Teacher
Albany High School
603 Key Route Blvd.
Albany, California 94706
(415) 525-7131

AUDIENCE Students, grades nine through 12

OVERVIEW

*Albany is located in the East Bay area of San Francisco between Berkeley and Richmond. The **SAP** program operates at Albany High School and McGregor Continuation High School. The student population is urban. A September 1986 survey revealed that approximately 80 percent of the students use alcohol and other drugs and that 30 percent live in a home where alcohol and other drug use is a problem.*

COMPONENTS

Program Description: Cantor essentially planned the Albany **SAP** but is now assisted by a CORE Team. The program began in 1986.

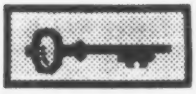
Students are identified for **SAP** activities by faculty, parents, CORE Team members, and self. The **SAP** counselor (Cantor) conducts assessments with the help of the CORE Team. Students are referred to one of 13 different support groups that meet on a weekly basis. These include COAs, recovering students, "Insight," tobacco cessation, and students at-risk of dropping out. The Albany **SAP** also provides individual counseling sessions with parents and students.

Site teachers are trained yearly by Cantor in **SAP**-related issues and trends.

Community Alliances: The program has regular meetings with treatment providers and juvenile justice system officials. Cantor also is the chair of the Albany Alcohol and Drug Prevention Council, a strong supporter of the **SAP**.

Success Indicators: In addition to administering the PRIDE student AOD use surveys to students in grades six, eight, 10, and 12 across the district, Cantor tracks referrals and SAP interventions. He reports alcohol and other drug usage is down over the last five years by approximately 15 percent. Student self-referrals are up.

Obstacles: School boards and central administration need awareness training in SAP programming, according to Cantor. Good rapport between outside providers and school personnel must be developed early.



Key to Success: In addition to SAP responsibilities, Cantor also teaches a health class, advises the school Friday Night Live chapter, runs a peer counseling program, and coaches a school team (See page 1.16, Section 1, Peer Programs). By broadening the groups of students he serves, he believes he has lessened the stigma of "being the drug counselor." Confidentiality, credibility, and trust are other attributes he believes are necessary to successful SAPs.

Intensive self-esteem building for elementary children

PROGRAM **CARE Program**

CONTACT

Ellen Wick, Facilitator
Bozeman Public Schools
P.O. Box 520
Bozeman, Montana 59715
(406) 585-1554

AUDIENCE Students, grades one through seven

OVERVIEW

*The **CARE Program** is part of the Bozeman Public Schools Student Assistance Program. It is a self-esteem building program designed for children in grades one through seven who need more individual attention than is available to them in the classroom. Groups of up to eight children meet with two facilitators for eight sessions.*

COMPONENTS

Planning: The **CARE** program was established by the school board in 1986 with the hope that early intervention might eliminate or lessen future problems for children who exhibit poor self-esteem. Facilitators are requested to have at least 50 hours of training, and co-facilitators are required to attend in-district, one-day trainings. Teachers and staff also attend general awareness training in the area of dependency and family systems. **CARE** program planners have attended Western Regional Center trainings in student assistance program implementation.

Program Description: The objectives of the **CARE** program are to raise the awareness level of teachers and staff, to understand needs of children with low-esteem, and to raise the self-esteem in children.

Using a self-esteem checklist as part of the referral process, teachers, counselors, parents, administrators, and agencies refer children to the program. Students may also self-refer. A trained **CARE** team representative is in each elementary school. This person facilitates the referral and implementation process, works with site staff concerns

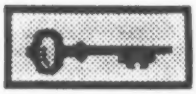
about chemical dependency issues, and develops, organizes, and implements appropriate inservice training along with the **CARE** facilitator.

The goals of the program include: (1) providing a safe and caring environment; (2) learning to share and listen to feelings about self, friends, and school; (3) learning to recognize negative thinking/behavior and to work on changing it; and (4) learning to get and give support for practicing new behavior.

Groups of up to eight children meet with two facilitators for eight sessions, usually during lunchtime in the schools.

Success Indicators: Evaluation measures in the past have consisted of student questionnaires. For the first time in spring 1991, tests will be given to **CARE** participants before and after participation. District students in grades five and seven will also be given self-esteem tests.

CARE facilitators report that self-esteem seems to improve in the small-group process. Children also respond that they would recommend a **CARE** group to a friend.



Key to Success: Wick identifies several ways in which the **CARE** program is unique: (1) the program provides ongoing awareness training for teachers; (2) the program addresses self-esteem needs as the core issue rather than calling it divorce, alcoholism, etc.; and (3) it is a short program that promotes self-responsibility.

First step in SAP promotes building trust in groups

PRACTICE **Discovery Groups**

CONTACT

Ben Evans
Student Assistance Facilitator
Tigard High School
9000 SW Durham Road
Tigard, Oregon 97223
(503) 684-2255

AUDIENCE High school students

OVERVIEW

Tigard is located in the Tualatin Valley region of Washington County, southwest of Portland. Tigard-Tualatin School District 23J has a student assistance program that includes general support, prevention, intervention, recovery support, and networking with the community at large. Tigard High School has 1,600 students from mostly middle-income and upper-income levels.

***Discovery Groups** are the first stage of Tigard's SAP program support groups. **Discovery Groups** offer students a group learning process where, according to Evans, they can "build trust, spill their guts, and have fun." The goal of the entire Tigard SAP program is to provide a safe, nonjudgmental avenue to start problem solving.*

COMPONENTS

Planning: In the 1989-90 school year, Tigard CORE Team members and students participating in the school SAP program proposed the implementation of **Discovery Groups** to support students who were struggling with issues other than alcohol or drug use. Students attending Concerned Persons Groups were complaining about new people joining existing classes and disrupting the group trust level.

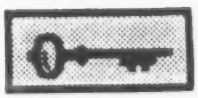
Evans and other CORE Team members have attended Western Regional Center trainings in SAP implementation.

Practice Description: Every student at Tigard who wants to be in a student assistance program support group now must go through a Discovery Group. **Discovery Groups** are time-limited learning groups where students learn group process and communication skills along with healthy boundaries. Additional goals include increasing self-awareness, refusal skill and appropriate assertiveness skill development, and setting appropriate personal goals.

The co-facilitated groups are rotated through different class periods and have between eight and 12 students each. A wide range of issues are covered: children of alcoholics, grief, anger, eating disorders, depression, stress, self-esteem, and being new in school. There are structured learning activities in each meeting. As trust develops, increasing amounts of time are devoted to specific issues.

Upon completion, students may choose to stay together as a general issues group, choose another group through the SAP program, or, for those students who may have gained enough support, choose not to continue in groups at all.

Success Indicators: CORE Team members keeps records on the number of group participants, attendance, grades, and disciplinary action before and after group participation, and on the number of admissions to professional counseling. Evans reports waiting lists for admission to **Discovery Groups**, and far greater numbers of students wanting to be in ongoing support groups than in open-ended, issue-specific groups. He has led six **Discovery Groups** in the last two years.



Key to Success: **Discovery Groups** have been successful at Tigard because, according to Evans, they let kids "focus on similarities rather than differences in safe settings where structured learning activities are really fun."

Teachers are volunteer mentors for elementary students

PROGRAM

Mentoring At-Risk Students
1989-90 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Robert E. Andersen, Principal
Oceanlake Elementary School
2420 NE 22nd Street
Lincoln City, Oregon 97367
(503) 994-5296

AUDIENCE

At-risk students, grades three to five

OVERVIEW

Oceanlake Elementary School serves 325 students in the northern portion of Lincoln City, Oregon. A coastal community with a tourist-based economy, the seasonal workers create a student population on the move. Liquor sales in the area are the highest in Oregon.

At the heart of the comprehensive drug education program operating at Oceanlake is a schoolwide mentorship program matching at-risk children with staff members who are willing to volunteer their time to be mentors. "We have seen a significant decrease in behavior problems among kids in the mentorship program," reports Principal Andersen. "The program gives these kids someone in the school they can identify with one-on-one."

COMPONENTS

Planning: In 1988-89 the Lincoln County School District adopted a Student Retention Initiative program to assist at-risk students. This program collaborated with the local Children's Services Division to create programs for both students and families. The **Mentoring At-Risk Students** program evolved from this initiative.

In addition to Andersen, the planning team included the building learning specialist, a CSD caseworker, and school counselor. The building program committee meets four times a year to describe the program to potential participants and to review the implementation process.

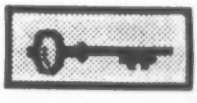
Program Description: The mentorship program consists of the following five components : (1) identification of high-priority, at-risk students; (2) forming partnerships that match interested mentors with identified students; (3) goal setting and monitoring; (4) establishment of mentor-student relationships based on mutual respect and commitment; and (5) student and program evaluation using data from pretests and posttests of both students and staff.

Mentors must be someone other than the child's teacher. Academic, personal, and social/emotional goals are set for each child, and progress is monitored through weekly meetings between mentors and children. Once a month adults and children go on nonschool outings. The local Kiwanis Club donates money for mentors to spend on gifts for the youth.

Other prevention programs addressing the risk factor of low self-esteem include more traditional components such as prevention curriculum, refusal skills training, Just Say No club (See page 1.4, Section 1, Peer Programs), parenting skills curricula, AIDS curriculum as it relates to drug use, and Drug Recognition Week.

Community Alliances: Juvenile justice, civic groups, law enforcement, and social service agencies all provide moral and financial support.

Success Indicators: Posttest results indicate that a greater percentage of students like to come to school, value the importance of school, believe they are successful, and feel more positive about their interaction with adults. Andersen also reports strong staff support with 82 percent of the mentors evaluating the program as "above average for effectiveness."



Key to Success: For Oceanlake, enthusiasm and commitment from the staff have helped make the mentoring program an "overwhelming success." In Andersen's words: "We have a very supportive staff and a special combination of adults that support one another in a very positive manner."

District provides incentives to expand insight classes

PROGRAM **Personal Insight Class & Incentive Program**

CONTACT

Judy Chambers
Alcohol and Drug Specialist
Portland Public Schools
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Portland, Oregon 97214
(503) 280-5840, ext. 280

AUDIENCE Middle school and high school students

OVERVIEW

*The **Personal Insight Class and Incentive Program** is part of the Portland Public Schools Alcohol and Drug Program. Portland Public Schools serves more than 54,000 students. There are 17 middle schools, 10 high schools, and three alternative schools served through the program.*

*To help motivate school staff to provide Insight classes to those students identified but not yet referred for chemical assessments, in 1989 the district began offering increased building-level mini-grants when sites offered up to four **Personal Insight Classes** each. Monies could be used either to purchase the services of a contractor, if site staff needed such support, or to augment the building's prevention/intervention program.*

COMPONENTS

Planning: The **Personal Insight Class** model was adopted by the district in 1988. Program data from the first year of implementation suggested that students who might be eligible for **Personal Insight Classes** were often not being served. Chambers researched variations of Insight-type groups, attended group facilitation training, and helped implement the program in the 1989-90 school year.

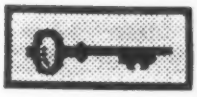
Program Description: The **Personal Insight Class** is a structured, time-limited group experience designed for students with apparent chemically related problems. Students attend nine to 12 sessions and as a group consider how their using is affecting their lives and how they might change their patterns. Facilitators may use a screening

method to help determine the need for outside assessment of chemical use.

Insight class facilitators are given a half-day training on procedures, techniques, and issues. The district also teaches the Insight model during a five-day training in Basic Support Group Facilitation.

When program data suggested Insight classes were under-utilized, the district reduced building mini-grants by $1,000 at middle school and high school levels. Schools can recover these funds up to $1,400 (a net gain of $400) by providing up to four **Personal Insight Classes** at a premium of $350 each.

Indicators of Success: According to Chambers, there has been a much greater investment in the **Personal Insight Classes** and more students being served. In the 1988-89 school year, 246 students were served in Insight classes. The number rose to 413 in 1989-90, with 39 classes in middle schools and 20 groups in high schools. Referrals for assessments also went up. Statistics for 1990-91 are not yet available.



Key to Success: Chambers believes the key feature of the program is the use of the "attractive" incentives of $350 per class. She believes the use of creative incentives, rather than mandates, to achieve district goals is very effective.

Since the program goal is serving more students through trained facilitators, Chambers also believes requiring that classes be co-facilitated ensures that training be left in the school. The district now requires at least one of the co-facilitators to be trained in the district-approved model.

Recovering kids celebrate themselves and others

PRACTICE **Student Recovery Networking Day**

CONTACT

Ben Evans, Student Assistance Facilitator
Tigard High School
9000 SW Durham Road
Tigard, OR 97223
(503) 684-2255

AUDIENCE Middle school and high school students in recovery

OVERVIEW

Tigard, located in the Tualatin Valley region of Washington County, is southwest of Portland. The suburban area is experiencing rapid growth and houses predominantly middle-income and upper-income families.

Evans reports that the goals of ***Recovery Days*** *are "really simple: fun, networking, and developing a feeling of community for recovering kids." Since the inception of the program in 1988, there have been six such events with students from over 21 local and nearby schools.* ***Recovery Days*** *are held on regular school days because, Evans says, "recovery is at least as important as athletics."*

COMPONENTS

Planning: The South Metro Student Assistance Consortium, started in 1988, is a group of student assistance facilitators (SAFs) and adolescent treatment providers in the Portland area. Many of the SAFs from schools have received student assistance training from the Western Regional Center. The consortium began the events to promote the following: fun in recovery, networking, celebrating drug-free life, and overcoming social fears.

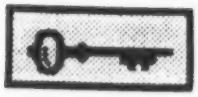
Activities: The events are held two to three times a year and take place in churches, gyms, parks, and rented ballrooms. The consortium recommends that the following selection criteria be observed by schools and treatment centers bringing students: membership in a school recovery group; membership in an aftercare or treatment program; participation in AA/NA program; currently clean and sober;

and a willingness to follow normal/appropriate school rules. All students must come with an advisor.

Activities are aimed at getting the students comfortable with each other. There are ice breakers, competitions where the teams are a mix of youth from different schools, and AA/NA meetings and small-group discussions. The small-group support discussions are really the heart of the gathering; Evans states, "they let kids know that there are 200 kids out there who are in the same boat."

Success Indicators: The number of schools, agencies, and students participating in the **Recovery Days** has grown steadily. Some 200 teenagers from Portland-area schools participated in the most recent event.

To evaluate and improve each successive **Recovery Day**, student school support groups and consortium meetings discuss the effectiveness of each event. The consortium planners have learned that it is essential to present a clear agenda to the students and to "not hold the event in a part of town that has nearby distractions like a bowling alley or pool hall."



Key to Success: Evans lists two strategies that he feels have contributed to the success of the **Recovery Days**. He says the consortium "really delegates well." A particular school volunteers to act as host of the event and is responsible for the entire planning. Trust level among consortium members runs high.

The second successful strategy has been the "steady" secretary, an adolescent treatment counselor from a nearby hospital. This person has volunteered to send updates and other correspondence to consortium members, and this flow of information has assisted the overall collaborative effort.

Training video and youth drama enhance district SAP

PRACTICE **Video: *Caring for Change***
Play: *All for One*

CONTACT
Dorothy Smith, Facilitator
Student Assistance Program
Sunset High School
P.O. Box 200
Beaverton, OR 97075
(503) 591-4690

AUDIENCE District staff, parents, students, community groups

OVERVIEW *Located in the growing Tualatin Valley southwest of Portland, the Beaverton School District is a predominantly white suburban district. Beaverton has had a comprehensive student assistance program for years.* ***Caring for Change****, an information and training video on school-based intervention and* ***All for One****, a youth drama production on dysfunctional families, are part of this district student assistance program.*

COMPONENTS ***Planning:*** Smith states that district parents and "one particularly courageous principal" provided the impetus for initiating a Student Assistance Program in 1984. Today, this comprehensive program includes prevention, intervention, and support components and is fully institutionalized in the district.

Production of the video stemmed from a need to train district staff and CORE Teams and to give parents information on interventions. In 1989, Smith worked with the district audiovisual specialist to write and produce the video. The play was developed with Insight class students in an attempt to portray unhealthy families with an emphasis on hope for the future. Pam Shaeffer, the wife of the district drama teacher, collaborated with Smith on the drama production.

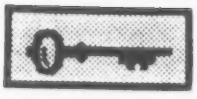
Caring for Change gives information on how interventions occur in schools. It includes role-plays of: (1) disciplinary

action; (2) teacher referral; (3) parent referral; (4) counselor referral; and (5) student referral. In addition to training staff and CORE Teams, the video is used to provide information to school committees, parents, and students.

All for One evolved from a "human sculpture" demonstration of family disease to a full-fledged drama production with two endings. In one ending, the family gets no help; in the other, an intervention occurs and recovery is begun. The 40-minute play is used in conjunction with the high school Insight class, and high school students perform most of the roles.

No formal evaluations have been conducted on either practice, although the drama group has performed the play over 30 times in the past five years and is currently offering the production to local businesses and community groups for a fee. Performances within the district are free.

Obstacles: Smith cautions that producing such a video "is a *big* project that needs lots of time. Make sure you have a skilled person to work with."



Key to Success: Smith believes that the videos have been significant in gaining support and understanding from the district staff for intervention activities. The videos have also been especially helpful at the junior high level for both staff and parent awareness.

The key to success of the play seems to be active student and staff participation as the actual performers in the production. In addition, "having the two endings, one of them hopeful and positive," Smith says, " helps kids realize that there is always hope and help available."

At-risk programs work well in junior high

PROGRAM **Cheney Jr. High Student Assistance Program**
1989-90 U.S. Department of Education Drug-Free School Recognition Program

CONTACT
Jim Mossey, Assistant Principal
Cheney Jr. High
N. 2716 6th St.
Cheney, Washington 99004
(509) 458-6433

AUDIENCE Junior high students, grades six through eight

OVERVIEW

Cheney School District #360 encompasses a large rural area containing several small unincorporated Eastern Washington communities. The town of Cheney is located 16 miles from the Spokane metropolitan area. Cheney Junior High has over 700 students from primarily middle-income to low-income families.

Since 1985 the Cheney School District has implemented a comprehensive program aimed at reducing substance abuse among teenagers. A K-6 comprehensive curriculum has been adopted with follow-up classroom and co-curricular programs for grades seven through 12. At Cheney Junior High the organization and structure of the prevention/intervention program is driven by a well-trained Student Assistance Team, aimed at helping students with a variety of needs. The result is a program that is a combination of toughness and tenderness.

COMPONENTS ***Planning:*** Training in 1985 by the Western Training and Development Center combined with various needs assessments and student use surveys convinced Cheney staff of a need for a student assistance team approach that addressed at-risk student issues. Training continues to receive high priority among school and support staff.

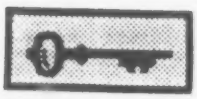
Student Assistant Teams meet weekly to assess concerns, make referrals, and seek solutions. Students also self-refer for assistance. A wide variety of programs are utilized to help support student needs. These include: Alternatives (education and treatment in lieu of suspension); Kids Who

Care groups (adolescent issues); Project Interface (one-on-one counseling for court-involved youth; School Survival (academically at-risk); "Case Managers" (matching staff one-on-one with students); Transitional Academic Placement (computer aided instruction); Natural Helpers; and D.A.R.E.

Community Alliances: A Community Substance Council serves in an advisory capacity, and "cluster teams" of parents, community members and school staff work together to create school "blueprints for prevention." SAP staff work closely with local treatment providers.

Success Indicators: Process evaluations and student use surveys indicate a reduced number of school suspensions, increased incidents of student self-referrals, and "about a 42 percent reduction in reports of chemically related incidents" since the program began in 1985.

Obstacles: Assistant Principal Mossey cautions against SAP team burnout and recommends continued hiring of key staff members to supplement existing teams.



Key to Success: Mossey believes infusing the program into the school culture and creating programs to meet individual student needs are real strengths at Cheney. "Our SAP team is committed to the common goal of wellness for our students," says Mossey. "We work through our headaches because we care for our students and believe in kids."

Urban SAP tailors program to student needs

PROGRAM **Comprehensive Student Assistance Program (CSAP)**

CONTACT
Mark B. Della, Administrator CSAP
Seattle Public Schools
815 4th Avenue North
Seattle, Washington 98109
(206) 298-7051

AUDIENCE District students, K-12

OVERVIEW

As a result of funding by the Washington Legislature, Seattle Public Schools placed drug and alcohol intervention specialists in 10 high schools, 10 middle schools, and four alternative programs in fall 1989. Eight specialists serve the district's 65 elementary schools.

The goal of CSAP is to reduce the incidence of substance use and increase success in school among high-risk students through the use of culturally relevant curricula and interventions. The program is growing in both student participation and school site support.

COMPONENTS

Planning: A 1989 student survey of fifth-graders, eighth-graders, and ninth- through 12th-graders indicated high rates of alcohol and drug use in the district. Principals were also surveyed about unmet student needs and indicated a need for staff student assistance program training and full-time intervention specialists in each school.

In fall 1989 CSAP became part of a comprehensive Seattle Public Schools program that includes numerous prevention curricula and activities for K-12 students and parents that include Here's Looking at You, 2000, Quest, Natural Helpers, Just Say No Clubs (See page 1.4, Section 1, Peer Programs), and Preparing For the Drug-Free Years.

Program Description: In CSAP, intervention specialists work closely with school intervention teams (SITs) to identify and assist at-risk students. SITs are made up of teachers, administrators, counselors, and other support staff and meet two to four times a month. CSAP also includes a

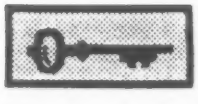
great deal of team training. The Western Regional Center has provided training in student assistance programs and developing school policy. The Center also provides ongoing consultation on program evaluation using a confidential computer database.

The intervention team gathers data and refers students to school- and community-based services. Intervention specialists provide screenings, consultation, insight and affected others groups, recovery assistance classes, parent education, and case management.

CSAP emphasizes multicultural alcohol and other drug services. A Hispanic support group and Kids of Color Leadership group serve at-risk students. Staff receive training in Effective Black Parenting and Los Ninos Bien Educados parenting curricula. **CSAP** staff also work with district personnel to make curriculum more multiculturally specific.

Community Alliances: **CSAP** works with alcohol and drug treatment programs through contracted counselors to provide school-based assessments and assist with student and family placement. Juvenile justice, law enforcement, social service agencies and self-help groups such as AA all collaborate with **CSAP** for resources, referral and program assistance.

Success Indicators: During the first semester the program served approximately 1,000 at-risk secondary students. The district is presently comparing student use survey data from 1989 and 1990. A King County evaluation of the 1989-90 Recovery Assistance Program (where recovering students meet daily) showed decreased drug use, higher GPAs, and decreases in the number of unexcused absences.



Key to Success: Della believes **CSAP** is succeeding because of the following: (1) close work with community providers for treatment and school-based support; (2) positive involvement from principals and staff; (3) multicultural, collaborative approaches in services and materials; and (4) working with other district departments to participate in school intervention teams.

Student assistance for junior high kids

PROGRAM

Illahee Junior High Student Assistance Program

1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Doug Mosebach
Student Assistance Coordinator
Illahee Junior High
36001 1st Avenue South
Federal Way, Washington 98023
(206) 927-3073

AUDIENCE

Federal Way is located between Seattle and Tacoma in King County. Illahee Junior High has a comprehensive tobacco, alcohol, and other drug program. The student assistance program is part of this program, as well as a component of the district intervention program for students identified as "at risk." The primary focus of the program is intervention, assessment, and treatment/counseling for junior high students with alcohol and chemical problems.

COMPONENTS

Planning: A district-level planning team piloted the program in the 1988-89 school year. The site student assistance team (SAT) members are all Impact trained. The team consists of the building coordinator, assistant principal, school nurse, counselors, and five to 10 classroom teachers. The SAT coordinator makes ongoing presentations to school staff to discuss referral procedures, staffing for students, and issues such as confidentiality and enabling.

Program description: The SAT team meets bimonthly from 7:15 a.m. to 7:50 a.m. at school to discuss students of concern. Students are referred to counselors for individual counseling or any one of a number of on-going support groups held on a rotating basis through the school day.

Three such groups relate specifically to alcohol and chemical issues: (1) "Boundaries," for children of alcoholics; (2) "Insight," a pretreatment group; and (3) "Bridges," a support group for students in recovery. These groups meet a

minimum of twice a month and are facilitated by school counselors.

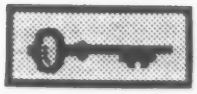
Friends, Inc., a student peer helper/support group, has more than 100 participating students.

Students needing assessment meet with local drug and alcohol counselors who contract with the district and provide onsite services. School staff members also "adopt" students and personally contact them on a weekly basis to help make stronger connections to school.

Community Alliances: A local counseling agency provides assessments, develops treatment procedures, and assists the school and parents with treatment options. Students from the Illahee student assistance program have participated in the D.A.R.E. elementary program as speakers.

Success Indicators: The SAT team gathers monthly data on participating students. The 1988-89 tracking procedure for students in intervention indicated a 45 percent decrease in monthly missed classes and a 90 percent decrease in monthly substance use.

Obstacles: Mosebach states the primary obstacle has been "teacher concern over students missing class to attend support groups." He has addressed this issue by limiting the number of groups students can attend and by rotating the meeting periods. Students must check with their teachers before attending groups.



Key to Success: Coordinator Mosebach lists many successful ingredients: administration support; staff training; release time for the SAT coordinator; onsite assessments paid for by the district; counseling support groups; and the ability to access outside community support services.

Building snow caves as prevention

PROGRAM **Polar Bear Expeditions**

CONTACT

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Eastmont High School
955 N.E. 3rd Street
East Wenatchee, Washington 98802
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AUDIENCE At-risk 10th-grade students

OVERVIEW

***Polar Bear Expeditions** are held annually for Eastmont High School sophomore students at risk of not finishing school. The expeditions are three- to five-day, winter wilderness experiences of cross-country skiing and snow camping along the high wilderness areas in the Olympic Peninsula, Mt. Rainier National Park, and the Mt. Baker area. Four faculty members, trained in winter survival training by the American Camping Association, guide the students through a planned program aimed at developing self-confidence, relationship skills, responsibility, and leadership. One student commented to Anderson, "If you can make it through this, you can make it through anything."*

COMPONENTS

Planning: High school staff concern about the dropout rate led to initiating the first **Polar Bear Expedition** in 1987/88. Anderson and Greg Moses, a counselor, planned the initial trip and received training from Reachout Expeditions. Program staff are trained yearly in cross-country skiing, backpacking, avalanche training, and winter survival skills. Training is in compliance with district insurance programs.

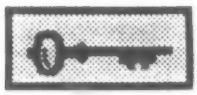
Program Description: At-risk students are defined as youth who have demonstrated a susceptibility to substance abuse, delinquency, unplanned pregnancy, and other factors which correlate highly with dropping out of school. The expedition objectives include: providing opportunities for personal successes; building self-esteem; developing an understanding of the needs of others; developing group cohesiveness; and developing a relationship with a follow-up individual to tie into the school system. Follow-up activities

are critical to the success of the program and include luncheons, "donut talks," Ropes course activity, slide shows, and barbecues. Expedition teacher/guides and members meet every two to three weeks for follow-up reinforcement.

Community Alliances: Eastmont High has strong support from both families and administrators for the program.

Success Indicators: The primary objective of the program is to increase the participant's functioning in school. This may mean better grades and attendance, graduating, improved peer/teacher relationships, and involvement in new extracurricular activities. Anderson reports positive results in all these areas. He also mentions more subtle changes have occurred in Expedition kids: improved self-images and self-confidence, more communication with family, and new interest in planning for the future.

Obstacles: Raising funds is an ongoing obstacle.



Key to Success: Anderson says the program succeeds because of the follow-up. "There must be a support group where the at-risk individual can receive encouragement. We try to develop personal relationships that will carry over into the class."

At-Risk Youth Get "Real" At Retreats

PRACTICE **Reality Retreats**

CONTACT

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Chemical Dependency Counselor
Prevention Coordinator
Grant County Alcohol and Drug Center
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Moses Lake, Washington 98837
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AUDIENCE At-risk youth ages 13-19

OVERVIEW

Moses Lake is located in the desert of south central Washington. Surveys consistently show that youth in rural Grant County have higher rates of alcohol and marijuana use than the state average. Surveys also indicate the youth in the county's tiny communities of 3,000 or less have few youth activities. The Grant County Prevention Council sponsors the weekend ***Reality Retreats*** *to help at-risk kids "realize that they are not alone in their own problems and that other youth share similar concerns." As a result of the retreats, participants have formed Youth Coalitions to help educate their communities on substance abuse issues.*

COMPONENTS

Planning: Using statistics from the above mentioned surveys of student alcohol and other drug use and also believing that the Natural Helpers program in county schools was underutilized, Fabian and fellow Grant County Prevention Council members proposed **Reality Retreats** as part of the county Community Mobilization grant. The county prevention coordinator, Fabian, is a Natural Helpers trainer, a participant in Washington's TOGETHER WE CAN community mobilization effort (see page 3.8, Section 3, Community Partnerships), and has attended student assistance and support group facilitation training from the Western Regional Center.

Program Description: The program began in November 1990 and has held three of the planned four retreats for this year.

Youth between the ages of 13 and 19 having at least one "at risk-behavior or concern" are selected by various agencies, church groups, and schools. Priority is given to ethnic minorities.

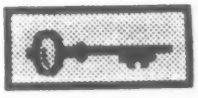
Retreats are held outside the county in a mountain setting. Program activities are designed to promote sharing, networking, and healing. They include nature hikes, meditation, and group process time. Before going on the retreats, each participant is "checked" to ensure that there is a support group connection within a school, agency, church, or community when they return.

One outcome of the retreats has been the formation of a Youth Coalition that meets monthly to plan drug-free activities in respective communities.

Community Alliances: The majority of community agencies and organizations are represented on the County Prevention Council. The council is developing a long-range prevention plan that will focus on youth activities and family management support. **Reality Retreats** is one of these activities.

Success Indicators: Presently approximately 65 percent of retreat participants are still active in drug-free activities and the youth coalition. Fabian plans to track participants through process evaluation activities.

Obstacles: Fabian cautions that retreat staff must not have any personal issues that may affect themselves or the youths.



Key to Success: "I believe that because our retreats are not so structured," Fabian says, "the kids feel less threatened and realize we will listen until they are through." He also cites a patient, energetic staff and the quiet retreat settings as contributing factors in the success of the program.

ESD cooperative project enhances SAPs in four counties

PROGRAM **Student Assistance Enhancement Project**

CONTACT

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Student Assistance Enhancement Project
Educational Service District 105
33 South Second Avenue
Yakima, Washington 98902
(509) 575-2885

AUDIENCE ESD 105 schools and communities

OVERVIEW

*Twenty-five public school districts and five private schools have joined forces with Educational Service District 105 to provide personnel, resources, and evaluation to expand and improve local student assistance programs. Operating with both state and federal monies, the **Enhancement Program** impacts 48,000 students in the four counties of Yakima, Kittitas, Klickitat, and Grant.*

The Program has allowed school districts to contract for services through community agencies to place substance abuse and/or mental health specialists in their buildings. These specialists provide education and training to staff and students, help in CORE Team development, and help provide support group services for youth.

COMPONENTS

Planning: A 1989 student use survey conducted by Hazelden-Cork Health Promotion Center indicated that use rates of seven out of eight substances among ESD 105 region high schools exceeded national averages. Prompted by these findings, an advisory council of school, law enforcement, local government, parents, medical community, and local Institutes of Higher Education was formed. They began formulating the program in July 1989.

Program staff have received elementary and secondary student assistance program training from the Western Regional Center in addition to numerous other SAP trainings from other providers.

Program Description: The program serves as a cooperative to help participating districts develop services

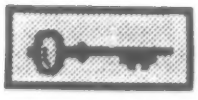
that reflect individual need. This is accomplished through a variety of ways. Information and awareness-building community-based forums help inform communities about SAP components. The program provides funds for local districts to contract with intervention specialists to provide assessments, lead recovery support groups and provide inservice and consultation for district CORE Teams, staff, students and parents.

The ***Enhancement Program*** also helps current SAPs secure additional curriculum resources and develop evaluation instruments to help measure their long term goals. These include increasing SAP referrals, improving student behavior, and facilitating a collaborative school/community process that provides cost-effective services to all ESD 105 youth.

Community Alliances: The advisory council membership reflects many community agencies and organizations. The contractual arrangement between schools and agency intervention specialists reflects the cooperative intent of the program. Program staff work with many community prevention task forces.

Success Indicators: Alcohol and other drug use surveys are administered every two years to students in grades eight, 10, and 12. The program has also contracted with the University of Oregon to conduct pretests and posttests on student attitudes and progress in support groups; these data are not yet available. Program staff track attendance, GPA, discipline and tardiness. Some increase in GPA and attendance and a decrease of substance use in some age groups for some substances has been reported.

Obstacles: The two largest obstacles encountered have been: (1) nonschool-trained personnel coming into schools to work with students; and (2) intervention specialists not working in conjunction with the school counselors. "Orientation on both sides is critical," says Town.



Key to Success: "Coordinating the community agencies and schools to work together with a concept of a continuum of services has contributed to our program's effectiveness," Town reports. "We still face obstacles, but we are working toward common goals."

A weekend retreat to build self-esteem

PROGRAM **The Weekend**

CONTACT Jim Sporleder, Director
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Walla Walla, Washington 99362
(509) 525-2565

AUDIENCE Junior and senior high at-risk or learning handicapped students

OVERVIEW ***The Weekend**, a three-day retreat in a camp setting, was designed by Sporleder, a Walla Walla special education teacher at Garrison Middle School. **The Weekend** experience helps students build self-esteem by providing practical tools to help them identify and share their feelings with others. Surrounded by affirmation and support, the retreat promotes interpersonal skills to help students assume responsibility and begin to reach out to peers, parents, and teachers.*

COMPONENTS ***Planning:*** The program began in 1987 when Sporleder surveyed local programs and youth camps to find conferences that emphasized self-esteem issues for learning handicapped and at-risk students. Not finding any, he used training from Dembrowsky's Affective Skills program to develop the framework for **The Weekend**. Response to the program from regional schools led to the development of a video and leader's guide for those wishing to replicate the retreat.

Program Description: Weekend students are identified from school staff and come from a similar grade, class, or school. The components of the retreat are: (1) four local motivational speakers who encourage students to overcome obstacles; (2) positive interaction in small- and large-group settings; (3) 50-page notebooks affirming the participants' special qualities; (4) affirmation letters from teachers, sponsors, and parents; (5) family breakfast at conference closing; and (6) reunion activities that take place with families after the retreat to build upon conference momentum.

Approximately 10-15 Weekend staff "work" the conference. Staff are recruited through community agencies and organizations.

Community Alliances: **The Weekend** reflects a community team approach. Individuals recruited from community agencies and organizations form a core planning team. Each CORE Team member chairs a specific committee (e.g. activities, food, speakers, fund-raising, notebooks, etc.) and recruits his or her own committee members. Sporleder believes **The Weekend** has helped develop a "triangular relationship between school, home, and community" for Walla Walla that has widened awareness about community services for families.

Success Indicators: Evaluation forms from students, staff, and CORE Team members have provided positive feedback. Sporleder also reports favorable responses from parents, teachers, and community agencies who may work with students. Personal testimonies from students have been dramatic; many report **The Weekend** "changed their lives."

Obstacles: Weekend planners must be able to delegate and use team members to accomplish program goals. While funding can be an obstacle, Sporleder believes that there is widespread support for such programs once the community is informed.

Key to Success: Getting lay people from the community involved in the core planning team and as speakers has helped community support for the program grow. Parent involvement and reunion activities are also strategies Sporleder feels are important. Believing that "we must change the home environment if we are going to be able to consistently change the lives of young people," he views **The Weekend** as a vehicle to develop positive relationship with parents.

SECTION 3

Community Partnerships

COMMUNITY PARTNERSHIPS

Community partnerships abound in the Western region. From small towns to large cities, citizens of all cultures and backgrounds are joining together to work on common problems and seek solutions that will strengthen the neighborhoods and schools where they live. The federal Office of Substance Abuse Prevention has seen these partnerships as the fundamentally necessary "systems approach" to prevention.

But no one said it would be easy. While the "steps" of community collaboration appear fairly simple on paper--gather a group of interested people, identify areas of concern, assess available resources, set goals, and write an action plan--people involved in community planning know that it takes patience and time.

Because community collaboration is a *process* and not a *program* the challenges are great. But so are the rewards. The partnerships described on the following pages tell of some approaches and strategies communities in the Western region are using to help say to schools, "You don't have to do it alone."

Creating a feeling of family with athletics and banana splits

PROGRAM **Lewiston Youth Program**

CONTACT
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(916) 623-1314

AUDIENCE Lewiston students and families

OVERVIEW

Lewiston is a rural community of 1,500 very low-income families in Trinity County, northern California. Initiated by a county probation officer with a small California CADPE grant, the ***Youth Program*** *has grown quickly from a few very high-risk kids to a "full-blown" Youth Center supported by the entire community. Kids, parents, private and public agencies, and individuals have joined together to provide recreational activities during the summer and school year. While the kids play, the parents gather in informal support groups to discuss family issues. At the Basketball Banquet, one mother commented, "This many people don't even turn out to vote in Lewiston."*

COMPONENTS

Planning: Lewiston historically has been plagued with community disorganization, petty crime, and increasing substance abuse among a predominantly low-income population. As a Lewiston probation officer, Corella was familiar with local youth, and they with him. Wanting to change the "primary social activity" in the community from congregating underneath streetlights to share "cigarettes, alcohol, and war stories," he began the program in January 1990.

For the first five months of the program Corella operated alone. He took eight to 10 of the highest risk Lewiston youth on field trips to nearby Redding. They also repaired bikes from the sheriff's department and donated them to the Foster Parents Association. In May 1990 he convinced the Lewiston Services District to open a large gym/warehouse to his group two nights a week and during the summer. In Corella's words, the program then "accelerated tremendously in directions I never dreamed possible."

Program Description: Athletically based, the program now meets twice a week at the gym for basketball, volleyball, indoor nerf football, badminton, ping pong, and board games. The Monday focus is on high school youth, while the Wednesday focus is for grades four through six. An active basketball league has been formed at the Youth Center. The school district and civic groups contribute money, time, food, and equipment.

The "stigma" of serving only high-risk youth was addressed early on when a local volunteer invited the community children to help build a 16-foot banana split. Over 60 children and adults showed up and attendance has been ranging from 35 to 50 children each night ever since.

Trained in both the Neighborhoods in Action Program (see page 3.6, Section 3, Community Partnerships) and Here's Looking At You, 2000, Corella knew he needed parental involvement to impact family systems. He began offering Neighborhoods in Action sessions while the kids played sports, parents started coming, and spin-off parent support groups were formed. Parents now help plan family events such as carolling parties and basketball banquets.

Community Alliances: Community donations have been generous, but more importantly, the program has served as a catalyst for a civic drive to build and equip a full-time Youth Center. Cautiously optimistic, Corella believes this is a possible goal. He reports that civic leaders feel very good about the opportunity to focus on participatory prevention activities before, instead of after, problems begin.

Success Indicators: During the 1990 summer months no referrals were received by the probation department. Referrals had been averaging six to eight per month. School and law enforcement personnel report the "unavoidable absence of children on the streets." Community attachment to the program remains strong.

Key to Success: Corella sums up his philosophy this way: "Get to know the community personally." Corella and a few determined citizens became "family...a very important element," he says, "when wanting to impact drug-abusing children and their families."

It's possible to collaborate in a large county

PROGRAM **Los Angeles County Prevention Partnership**

CONTACT

Carol Stein, Prevention Specialist
Los Angeles County Prevention Partnership
714 West Olympic Blvd.
Los Angeles, California 91360
(213) 744-6368

OVERVIEW

*Community collaboration in a county as large and diverse as Los Angeles County is no easy task. Since 1989 the **Los Angeles County Prevention Partnership** has been working on a process that promotes effective community action planning and has not lost sight of a goal to effect a significant decrease in substance abuse in all Los Angeles communities.*

COMPONENTS

Planning: The formal partnership was proposed in December 1989 during a county Strategic Planning Conference attended by over 200 people. Conference attendees indicated a need for a comprehensive, coordinated, county-wide effort. An executive committee, organizational structure, and 34-member steering committee were formed with representatives of all "agencies, organizations, and individuals dedicated to a drug-free society." The original partnership planners received training at the California attorney general's "Challenge Seminars" in 1988.

Description: The partnership provides opportunities for community empowerment through networking, sharing of information, and the effective combining and collaboration of resources. To this end, the partnership has four subcommittees. Each subcommittee has an officer that serves one nonconsecutive term.

The four subcommittees are: School-Based Programs; Family-Based Programs; Community-Based Programs; and Community Organization. Subcommittees meet as groups and report back to the Executive Committee.

In addition to the opportunity to work with the four subcommittees, partnership members receive a newsletter

providing up-to-date information on programs and activities in Los Angeles County, and access to an annual forum for contributing ideas.

Success Indicators: Subcommittees have begun to implement action plans. The Family-Based Program committee is conducting an inventory of county family programs and has received Western Regional Center technical assistance on developing parent training programs. The Community-Based Program group is publishing a newsletter, and the School-Based Program committee is in the process of sharing information about existing programs.

Obstacles: Not surprisingly, Stein says it takes "real commitment to succeed" in a county so large as Los Angeles.

Key to Success: Carol Stein believes the initial Strategic Planning Conference helped the partnership get off to a healthy start. Members continue to identify needs. For the Fourth Annual Partnership Conference, trainings will be offered in multicultural programs, fundraising, implementing parent training programs (provided by Western Regional Center) and building community coalitions.

Educating families and neighborhoods in prevention

PROGRAM **Neighborhoods In Action**

CONTACT

John Bravakis, Project Director
Scott Newman Center
6255 Sunset Blvd., Suite 1906
Los Angeles, California 90028
(213) 469-2029

AUDIENCE Parents and Community Members

OVERVIEW

Neighborhoods in Action *educates parents and other community members about preventing alcohol and other drug use by youth in their homes and neighborhoods. It is conducted in two, two-hour sessions in homes, schools, or through various community organizations, such as Neighborhood Watch groups. Trained community members facilitate the program and are often assisted by local prevention specialists and/or law enforcement officers. Numerous communities in the Western region have utilized this program as part of school/community partnership efforts.*

COMPONENTS

Planning: **Neighborhoods in Action** was developed by the Scott Newman Center, a national, public nonprofit organization, in 1988 after a South Bay Los Angeles County survey indicated the need for parent/community education on substance abuse prevention for youth. The planning team consisted of Newman Center staff and various alcohol and other drug prevention specialists.

Program Description: Through the use of videos, presentations by local experts, and audience participation, the program covers: (1) signs and symptoms of drug use; (2) community prevention strategies to prevent drug use by youth; (3) effective communication techniques; and (4) identification of community resources and building parent networks. Training for community facilitators is required.

Community Alliances: A parent/community program, **Neighborhoods In Action** works with schools, law enforcement, churches, public nonprofits, and businesses, and any interested community organization. The Scott Newman Center provides training to members of these groups, who in turn present the program to local groups.

Key to Success: **Neighborhoods in Action** has grown from a California-based program to being implemented in 15 states. The current facilitator base is over 1,000 individuals representing some 400 organizations. Bravakis believes the program works well because "it is flexible and allows communities to customize elements to assure it is appropriate to local needs."

Working together for positive outcomes

PROGRAM **Together We Can**

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AUDIENCE Community planning groups

OVERVIEW

Together We Can (TWC) is a school-community planning process that is facilitated at a local level to identify and change the conditions leading to alcohol and other drug-related problems among children and youth. Local citizens use Together We Can materials to help develop a comprehensive plan utilizing risk-focused strategies that target specific positive outcomes. Gibbs and co-developer Sherrin Bennett firmly believe that community action must be more than a "laundry list of activities." "Our 'love affair with drugs' will turn around," they say, "when enough people decide to take action to change the norms and conditions supporting drug use."

COMPONENTS

Planning: Training communities to take focused action was the impetus behind **Together We Can**. The interactive group planning process of **Together We Can** was pioneered and refined by Gibbs and Bennett with numerous school-community planning groups from 1979-1985. "Not Schools Alone," authored by Gibbs under contract from the California Department of Education in 1990, provided state guidelines for schools and communities to design and implement sound comprehensive plans with specific outcomes. These guidelines were expanded into the **Together We Can** framework; Gibbs and Bennett first released the materials in January 1990. **TWC** materials are now being used in states throughout the country.

Program Description: A school-community task force or planning council, composed of representatives from the school, community (organizations, business interests, human service agencies, etc.), families, and youth groups commits to working together for seven meetings to develop a comprehensive plan. A "school community forum" is held to announce the plan.

Two school-community facilitators use the multimedia **TWC** materials to take the planning council through the following steps: (1) learn literature-based concepts of the drug abuse prevention field; (2) identify and prioritize specific risk factors that are contributing to the likelihood of use for a given population; (3) define positive outcomes to alter the factors; (4) map available resources such as funds, people, and agencies; (5) identify protective factors in key systems and implement select effective strategies; and (6) announce and monitor the implementation of the comprehensive plan.

The planning council selects between one and five age/grade level groups of children or youth on which to focus efforts. The comprehensive plan is designed to cover both prevention and intervention needs of the continuum of age groups and to be tailored to multicultural and social development issues.

The materials are designed to be used by prevention specialists and experienced school and community leaders without having specific training, although training is available if requested.

Success Indicators: **Together We Can** trains the community itself to assess the change in the initial indicators of specific risk factors and to collect data at timely intervals for program monitoring and improvement. Currently, communities using the **TWC** process are in the early stages of implementing strategies. Reports from various agencies and schools using the materials are "very positive," according to Gibbs.

Obstacles: The **TWC** process needs to have two experienced leaders work as facilitators; approximately 50 percent of those now using the materials have requested training. Gibbs also cautions that the planning group "must make the commitment to following the planning *process* rather than leaping to a list of prevention activities."

Key to Success: Knowing "what works" and how to move beyond just doing activities is a real challenge for community planning groups. Gibbs and Bennett believe the risk-reduction and protective-factor approach of **Together We Can** "provides a solid framework to finally change conditions and engage the whole community in a campaign to do so."

Community framework gives citizens a roadmap for change

PROGRAM **Mayor's Community Drug Task Force**

CONTACT

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Boise, Idaho 83701
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OVERVIEW

*The **Mayor's Community Drug Task Force** was formed in November 1989 as a result of a comprehensive community needs assessment by the Treasure Valley Alcohol/Drug Coalition. During the course of some 18 months, 31 citizens of Boise divided themselves into six focus groups and devised a comprehensive long-range strategic plan for community action. Calling the plan the "first step--a roadmap into the future," Boise citizens are convinced they are now on a better road to achieving a healthier community.*

COMPONENTS

Planning: The **Boise Mayor's Community Drug Task Force** acknowledged from the beginning that "alcohol and drug abuse is a problem with many dimensions." The task force defined these dimensions to include home life, church, school, and the workplace and divided its 31 members into six "strategic areas": education and schools; treatment and prevention; enforcement and the legal system; family and neighborhood; religion and clergy; and workplace.

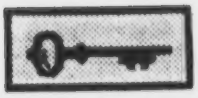
For each strategic area, a number of policy issues and recommendations were developed and incorporated into the final task force report

Task Force Recommendations: The following are examples of recommendations from each strategic area: (1) *Education/Schools:* Recommend that the state board of education establish a minimum standard of hours for alcohol and other drug education for all licensed and certified school personnel; (2) *Treatment/Prevention:* Support the provision of alcohol and drug services in jail and juvenile detention

facilities; (3) *Enforcement / Legal:* Increase funding for continued expansion of the School Resource Officer Program at all levels of secondary and elementary schools; (4) *Family / Neighborhood:* Promote and expand alcohol and drug awareness via existing Neighborhood Watch programs; (5) *Religion / Clergy:* Sponsor an ecumenical alcohol and drug workshop for clergy; and (6) *Workplace:* Establish a public and private sector conference to promote alcohol- and drug-free workplace programs.

Success Indicators: Specific methods are not yet established, although the mayor plans to appoint a citizens committee to monitor progress. Based on recommendations in the task force report, legislation is being drafted to strengthen such state drug-related laws as minimum mandatory sentencing for drug dealers and asset seizure and forfeiture. Also, grants have been initiated for the funding of a community alcohol and other drug information resource and referral center.

Existing educational and public awareness programs are receiving heightened support as a result of the task force report.



Key to Success: Task force chairman McMurray believes the broad-based community involvement, particularly active participation from law enforcement and federal, state, and local government, "immediately strengthened communication and cooperation among the group." The 31 members also included community and business leaders, clergy, school officials, treatment experts, recovering persons, and parents.

McMurray says, "The task force believes that if only one suggestion from each of the strategic areas were to be implemented, the citizens of the city of Boise would realize a significant impact upon this grave social issue."

Training "Change Agents" to bring about community action

PROGRAM **Project EDAHOE Community Encourager**

CONTACT

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Project EDAHOE
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Lewiston, Idaho 83501
(208) 799-2249

AUDIENCE Community prevention task forces

OVERVIEW

*The **Community Encourager Project** is one component of Project EDAHOE, a drug prevention/education program at Lewis-Clark State College. One goal of Project EDAHOE is to have functioning task forces in six to eight communities in the five-county Region II in North Central Idaho.*

*Each of these task forces identifies a "**Community Encourager**" who spearheads the local community prevention strategies. The **Community Encourager Project** is a training framework for this person. The Encouragers receive training, technical assistance, resources, and a stipend.*

COMPONENTS

Planning: Community experts in the five-county Region II in Idaho participated in a prevention needs assessment in 1989. The following needs were identified: (1) formation of community prevention task groups; (2) interagency cooperation and coordination of services; (3) attention to family policy and children at-risk issues; and (4) accurate and consistent substance abuse recordkeeping.

In reviewing these findings, the regional and state Prevention Planning Teams (PPTs) recommended implementing the **Community Encourager Project** in September 1990. The project is funded through state DFSC funds and funds from Idaho Department of Health and Welfare.

Program Description: Encourager training takes place on the Lewis-Clark State College campus. This training includes a variety of prevention/intervention information in addition to comprehensive, long-term strategic planning for community prevention.

Trained Encouragers then return to local settings and, with assistance from Broyles, train their respective task forces in developing short-term and long-term plans. Local educators and service providers are encouraged to participate in local training. The training includes identifying the task group; developing philosophy/mission statements based on understanding local risk factors; and risk-focused goal setting.

Project EDAHOE provides video and written resource material, speakers, and assistance to local groups in making contact with various community agencies.

Community Alliances: The project philosophy is to empower the entire community to plan prevention strategies. The involvement of all segments of the population is recommended.

Success Indicators: The **Community Encourager Project** evaluation is not completed. Training sessions have been evaluated and records are being kept of communities contacted, trained, and developing plans.

Key to Success: While the identification of community encouragers has been more difficult than originally anticipated, Broyles believes that the strategy of a trained community volunteer "maximizes the credibility and success of both the leader, and ultimately, the task force." She also believes the project is providing much needed research information on substance abuse issues that help raise community awareness and "break down denial."

Boise school resource officers

PROGRAM **School Resource Officer Program**

CONTACT
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Boise Police
7200 Barrister
Boise, Idaho 83704
(208) 377-6715

AUDIENCE Junior and senior high school students and families

OVERVIEW *The **School Resource Officer (SRO)** program represents a community service sponsored and administered jointly by the Boise School District and the police department. The **SRO** is essentially preventive in nature, helping schools educate students about law enforcement. In Boise, the **School Resource Officer** works with the district substance abuse prevention and school staff to "prevent individual problems from developing into patterns of delinquency." The **SRO** program recently celebrated 20 years of service.*

COMPONENTS

Planning: The program began in 1970 with federal LEAA grant monies. Officers were placed in three of Boise's six junior high schools. In the second year of operation, the program expanded to all six junior high schools. Independent polls and studies indicated strong support by students, parents, school staff, community service organizations, and juvenile court. The program expanded to the area high schools in 1976.

Program Description: **SROs** are seasoned police officers who like to work with youth. Salaries and equipment are provided by the police department. Offices are supplied by the school district. The **SRO's** time is divided between educational efforts in the schools, case investigations, court appearances, and police training and liaison work with other community service organizations. Friendly contact between the police department and Boise youth is a primary objective.

The civilian-attired officer spends much of his time talking with students in both formal and informal situations. An average of five to six students per day come to talk about laws, police work, drugs and alcohol, courts, and personal problems. Meetings involving parents are common. SROs try to relieve the court of "routine trivia" so that they can concentrate on more serious problems.

Community Alliances: School Resource Officers are considered part of a school/community team. Familiar and trained with the various community resources available, the officers make numerous referrals.

Success Indicators: A report commissioned in 1985 with Boise State University called the SRO program "quite effective and extremely popular." Citing the "substantial contribution" the SRO program makes toward crime and social problem prevention, the report advocated for district-wide K-12 SROs.

Key to Success: The Boise School Resource Officer program enjoys strong support from school administration and local government; this "functional alliance," according to Sgt. Newell, contributes to the program's success.

Community coalition provides a Nite Club in a library

PROGRAM **NITE Club**
(New Interest Toward Education)

CONTACT
Joye Kohl, Director
Community Partnership Project
Montana Area Health Education Center
308 Culbertson Hall
Montana State University
Bozeman, Montana 59717
(406) 994-6001

AUDIENCE Junior and senior high school students and their parents

OVERVIEW

NITE Club provides junior and senior high school students with academic assistance twice a week for one and a half hours per session in the school library. While students are receiving tutoring or completing makeup assignments, their parents attend concurrent sessions on family and adolescent issues.

COMPONENTS

Planning: Originating in January 1991, **NITE Club** is a collaborative program between the Gallatin County Prevention Coalition and the Bozeman and West Yellowstone School Districts. The coalition involves 26 agencies, organizations, and institutions in Gallatin County committed to the "health and well-being of the county's children and youth." Monies for **NITE Club** come from OSAP (Office of Substance Abuse Prevention) Community Partnership and Community Youth Activity Program funds, as well as from the participating schools.

The program planning team involved coalition members, school administrators, support staff, teachers, and librarians.

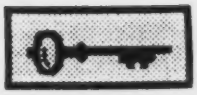
Program Description: Students "in some type of academic jeopardy" are recommended to **NITE Club** by teachers. School and/or coalition members contact the parents to urge family participation.

The 90-minute, twice-weekly sessions take place in the school library. Teachers are hired by the Prevention Coalition; the school pays for the library and the librarian. The first night of each week is spent on math and science, with English and social studies covered in the second evening. Students also receive library assistance and can use the time to finish uncompleted work.

Parent session topics have included "communicating with teens", "keys to help youth develop study skills/habits," "talking about the 'big' issue," and "understanding and preparing for scholastic tests."

Community Alliances: In addition to providing support, many coalition members have participated as facilitators in the **NITE Club** sessions for parents.

Success Indicators: Coalition members conduct telephone surveys with all parents of participating students. Teachers and **NITE Club** students both fill out nightly forms. An analysis of student GPA before and after participation in the program is also planned; the final report is not yet available. Over 200 students participated in the program during its first year of operation. Kohl reports "enthusiastic responses from teachers, students, and parents."



Key to Success: Kohl believes it is critical for the school to "own" and "buy into" the program. She also believes the "partnership between school, student, and parent" promoted by the community coalition is a special strategy that has contributed to the success of **NITE Club**.

S.T.U.D.D. makes a deal with community mentors

PROGRAM **Students That Understand Drinking and Drugs (STUDD)**
Let's Make A Deal Incentive Program

CONTACT
Dave Green, Principal
Gerlach High School
555 East Sunset Blvd.
Gerlach, Nevada 89412
(702) 557-2326

AUDIENCE Middle school and high school students

OVERVIEW *Gerlach may be a very small, rural Nevada town, but students and community members here are coming up with prevention programs with very interesting names:* ***STUDD, SAM,*** *and* ***Let's Make A Deal!*** *After three years of operation, the dropout rate has lowered, teenage pregnancy is down, more seniors are continuing their education, and participation in community activities has increased.*

COMPONENTS

Planning: Informal surveys based on feedback from students indicated frequent use of alcohol and moderate use of drugs. A student was killed in an alcohol-related accident and several other students were caught using alcohol at a school-sponsored athletic event. Principal Green gathered his students together and formed **Students That Understand Drinking and Drugs (STUDD).**

Part of Washoe County School District, Gerlach has received training for both adults and students through Susan Doctor, the district's substance abuse program coordinator (see page 5.30, Section 5, Comprehensive Programs).

Program Description: **STUDD** members attend bimonthly meetings to plan alcohol and drug-free activities. These activities have included substance-free dances, holiday carolling, beach parties, and hayrides. **STUDD** students are also trained as Natural Helpers.

To support **STUDD**, the **Substance Abuse Management Team (SAM)**, was formed. This community advisory group

consists of the district's substance abuse program coordinator, two teachers, three parents, and one community representative. In addition to planning community activities, each **SAM** member is a mentor for seven or eight students.

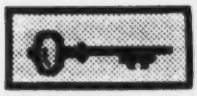
The **Let's Make A Deal** incentive program is a collaborative effort between **STUDD, SAM,** and the school personnel. Funding for the program is provided through the state Bureau of Alcohol and Drug Abuse. Students who demonstrate good attendance and conduct, improve their grades, and participate in at least two of a dozen specific school and community activities, earn a free field trip to Reno at the end of the first semester.

Students qualifying for both semesters get to go to an amusement park at the end of the year. Mentor-approved makeup projects are available for those students who qualify for only one.

Community Alliances: **SAM** encourages volunteerism in community, school, church, and home activities. Students earn credit for the incentive program by working with community groups. Some community groups contract with students for financial assistance, and many groups donate resources for **STUDD** activities.

Success Indicators: Seventy percent of Gerlach's junior high and high school students qualify for the incentive program. Participation is up for Natural Helpers and for both **STUDD** and **SAM,** a more positive atmosphere exists within the school, and Green reports a reduction in substance abuse in the school and community.

Obstacles: Green reports that students procrastinate until "it is almost too late" to qualify for the incentive program. He also cites funding as an issue.



Key to Success: The mentoring program to monitor student involvement in service-oriented activities has been a key ingredient in Gerlach. The **SAM** and **STUDD** groups have begun to meet together, and Green believes this a good example of "model leadership skills for students to follow."

Risk-focused prevention training for community teams

PROGRAM **TOGETHER! Communities for Drug-free Youth**

CONTACT

Rick Cady, Oregon Together!
Oregon Prevention Resource Center
Office of Alcohol and Drug Abuse Programs
Department of Human Resources
1178 Chemeketa Street NE #102
Salem, Oregon 97310
(503) 378-2163

AUDIENCE Community planning teams

OVERVIEW

Together! Communities for Drug Free Youth *is a training and community service project of the Oregon Prevention Resource Center and the University of Washington School of Social Work. The goal is to develop and test a model of comprehensive risk-focused community planning for the prevention of drug abuse among adolescents. Funded by the U.S. Department of Education and the Office of Substance Abuse Prevention(OSAP) the* ***TOGETHER!*** *Project has trained 32 community planning boards in Washington State and is currently training 35 boards in Oregon.*

COMPONENTS

Program description: J. David Hawkins and Kevin Haggerty are the project's principal investigators. The collaborative project is based on the recognition that youthful drug abuse is a complex problem requiring coordinated action from all segments and systems in the community. The project first identifies, recruits, and trains key community leaders and community planning board members to use a risk-focused approach to develop and implement individual prevention plans.

There are six major program components: (1) key community leader orientation, where leaders learn risk factors for youthful drug abuse and the social development strategy; (2) selection of community prevention boards by key leaders; (3) community prevention board training (Level I), focusing on specific risk-focused strategies and protective factors, effective team building, and community

risk assessment; (4) community prevention board training (Level II), focusing on developing and implementing action plans; (5) community prevention board ongoing action planning and implementation; and (6) planning board consultants who provide ongoing technical assistance to ensure successful implementation of action plans. Trainings are done regionally throughout each state.

Refinements to the model have taken place. Community boards utilize a risk-assessment process in which data are gathered on risk indicators such as driving while intoxicated, arrests, and child abuse reports. Boards use this information to prioritize strategies. A component on promising approaches that describes risk-focused, research-based programs has also been included.

Community Alliances: To promote community empowerment, project staff encourage community prevention boards to have broad-based citizen representation that includes local agencies, organizations, business, schools, cultural and ethnic groups, youth, parents, and health services.

Success Indicators: Trainings are evaluated to assess effectiveness and written surveys are requested from the teams to determine progress and additional needs. Telephone surveys are also conducted with both key leaders and prevention board members to determine technical assistance concerns. After two years, more than 80 percent of Washington Community Prevention Boards are still actively involved and enjoy continued support and involvement of key leaders. A number of **TOGETHER!** communities have successfully implemented programs and activities (see Community Partnerships, Section III).

Obstacles: Some communities report having difficulty in maintaining key leader and multisector involvement.

Key to Success: Trained key leaders taking active roles in community action planning is a unique strategy for **TOGETHER!** teams. A risk-focused prevention approach that enhances protective factors and promotes social bonding is a strategy that provides direction, structure, and credibility for community task forces.

Community advocates for at-risk youth

PROGRAM **Mukilteo At-Risk Youth Coalition**

CONTACT

Dr. Suzanne Simonson
Mukilteo At-Risk Youth Coalition
9401 Sharon Drive
Everett, Washington 98204
(206) 356-1249

AUDIENCE Parents, community members, and students

OVERVIEW

*The **Mukilteo At-Risk Youth Coalition** promotes community education, networking, sharing of resources, and the development of prevention/intervention strategies to assist the approximately 30 percent of Snohomish County children classified "at risk." The coalition sponsors two annual community education series and has worked with the schools to establish mentoring programs designed to help kids stay in school.*

COMPONENTS

Planning: In 1987 a concerned parent, school staff members, and the district superintendent formed the **Mukilteo At-Risk Youth Coalition** to specifically address the needs of at-risk children. An advisory council was formed to study existing research and programs. The council decided to focus on parent/community involvement.

Program Description: The coalition provides three highly visible community services annually. A substance abuse education series offers five evening presentations given by local professionals and treatment providers in addition to a local teen panel. In two of the presentations, D.A.R.E. officers present an overview of drugs in the community, and a local doctor discusses the disease concept of chemical dependency.

A parenting education series "Parenting in the '90s, Surviving the Challenge," again offers five evening speakers featuring local resources and speakers. Topics include parenting for school success to information on gangs, helping children cope with loss, and time and stress management skills for parents.

The third coalition community service is the cosponsorship of the Natural High Fair, an annual event held to promote student, parent, and community awareness.

The **Mukilteo At-Risk Youth Coalition** also has been effective in encouraging the district to adopt prevention programs such as D.A.R.E. and implement mentorship programs.

The "Lunch Buddy" program matches working adults with children identified as needing positive recognition for one lunch hour each week. The "Student Motivator" program hopes to help kids stay in school by providing positive adult role models who offer encouragement and support. Community members act as mentors that volunteer for scheduled monthly activities and also spend extra personal time in a 12-month minimum commitment. Two mentor/youth retreats take place annually.

Community Alliances: Coalition members include representatives from treatment, business, civic, juvenile justice, law enforcement, social service, family, and school agencies and organizations.

Success Indicators: Parent and community attendance at the educational seminars has increased each year. Also, both school and community awareness of the effective strategies for at-risk students and their teachers is higher.

Key to Success: According to Simonson, collaboration and cooperation have played major roles in the success of the coalition. "During the three years we have been meeting," she says, "we have learned about each other, have begun to network, and have really been able to work together with the school district. Turf issues are gone."

Trained community team develops long-range strategy

PRACTICE **TOGETHER! Thurston Communities for Drug-Free Youth**

CONTACT Earlyse Swift, Executive Director
TOGETHER! Thurston Community For Drug Free Youth
P.O. Box 5325
Lacey, Washington 98503
(206) 493-2230

AUDIENCE Thurston County communities

OVERVIEW

*The **Thurston TOGETHER!** Team began in 1988 as part of the Washington **TOGETHER!** Communities for Drug-Free Youth program (see page 3.26, Section 3, Community Partnerships). It was one of the 32 Washington state teams trained to develop risk-focused prevention strategies for youth. Since the first training of the team in 1989, Thurston has conducted a risk assessment of its community, identified prevalent risk factors, formed task forces to focus on reducing those risk factors, and published a complete action plan.*

Thurston County's success in the community mobilization process is reflected by the participation of a wide spectrum of community members and its recent award of a $1 million Community Partnership grant from the U.S. Office of Substance Abuse Prevention.

COMPONENTS

Planning: **Thurston TOGETHER!** has grown from a grass-roots campaign to a coordinated prevention effort. A student use survey and community needs assessment indicated the necessity of community-wide prevention education and activities, coordinated prevention efforts, and a changing of community norms regarding alcohol and other drug use.

Washington State Omnibus Drug Bill monies funded the initial community action planning process. This process began with the establishment of five roundtables that met over a two-month period to determine county-wide goals reflective of all communities.

Description: The first objective of a comprehensive drug prevention effort is to involve all parts of the local

community. Encouraging community alliances, the **Thurston TOGETHER!** team was comprised of county citizens representative of groups, organizations, public and private agencies, ministries, business, and families.

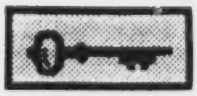
The team divided into five roundtables: community, criminal justice system, education, human services, and workplace. The teams spent more than 54 hours in roundtable discussion over a two-month period. Participants identified risk factors, listed desired outcomes, and wrote action steps to be taken under two possible circumstances: (1) with "no significant resources," and (2) "assuming funding is available." Roundtables then came together and wrote the "Thurston County Action Plan Goals."

There are nine County Action Plan Goals. Each goal follows the format developed in the Roundtables. For example, Goal 1 states: "Provide information to all segments of the community concerning alcohol/substance abuse, with strategies to address them, "and addresses risk factors such as family management problems and early first use. Action steps include "developing a trained speakers' bureau with a uniform message tailored to fit specific audiences" and "developing a resource list of community resources available to youth and families throughout Thurston County."

The TOGETHER! team is currently contracting with several community organizations to provide prevention/intervention services. These include a Crisis Clinic "Teen Line," street outreach worker, parenting workshops, after-school programs through the parks and recreation department, and two youth at-risk conferences.

At a minimum, **Thurston TOGETHER!** will continue through 1995 with the OSAP grant providing funds for a five-year demonstration period.

Obstacles: Swift offers a word of advice: "Don't get wrapped up in 'personal ownership' of your plans; let each group modify them to fit local needs as seen by local residents."



Key to Success: Training of key leaders and mobilizing many sectors of the community are listed as key indicators of **Thurston TOGETHER!** success.

Risk-focused prevention training for community teams

PROGRAM **TOGETHER! Communities for Drug-free Youth**

CONTACT

Chuck Ayers, Washington Together!
Social Development Research Group
School of Social Welfare
University of Washington
146 N. Canal Street, Suite 211
Seattle, Washington 98103
(206) 543-7187

AUDIENCE Community planning teams

OVERVIEW

Together! Communities for Drug Free Youth *is a training and community service project of the Oregon Prevention Resource Center and the University of Washington School of Social Work. The goal is to develop and test a model of comprehensive risk-focused community planning for the prevention of drug abuse among adolescents. Funded by the U.S. Department of Education and the Office of Substance Abuse Prevention(OSAP) the* ***TOGETHER!*** *Project has trained 32 community planning boards in Washington State and is currently training 35 boards in Oregon.*

COMPONENTS

Program description: J. David Hawkins and Kevin Haggerty are the project's principal investigators. The collaborative project is based on the recognition that youthful drug abuse is a complex problem requiring coordinated action from all segments and systems in the community. The project first identifies, recruits, and trains key community leaders and community planning board members to use a risk-focused approach to develop and implement individual prevention plans.

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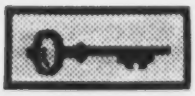
Community Alliances: To promote community empowerment, project staff encourage community prevention boards to have broad-based citizen representation that includes local agencies, organizations, business, schools, cultural and ethnic groups, youth, parents, and health services.

Success Indicators: Trainings are evaluated to assess effectiveness and written surveys are requested from the teams to determine progress and additional needs. Telephone surveys are also conducted with both key leaders and prevention board members to determine technical assistance needs. After two years, more than 80 percent of Washington Community Prevention Boards are still actively involved and enjoy continued support and involvement of key leaders. A number of **TOGETHER!** communities have successfully implemented programs and activities (see Community Partnerships, Section III).

Obstacles: Some communities report having difficulty in maintaining key leader and multisector involvement.



Key to Success: Trained key leaders taking active roles in community action planning is a unique strategy for **TOGETHER!** teams. A risk-focused prevention approach that enhances protective factors and promotes social bonding is a strategy that provides direction, structure, and credibility for community task forces.

Retreats build 'community' to reduce isolation

PROGRAM **VISION '99 Community Building**

CONTACT
Page Gilbert-Baenen, CMASA Coordinator
P.O. Box 151
Greenbank, Washington 98253
(206) 678-6680

AUDIENCE All citizens of Island County

OVERVIEW

Island County consists of two islands, Whidbey and Camano, which are situated north of Seattle in the Puget Sound area. The isolation of the islands, created by both the water barrier and narrow geographic configuration, leave the communities further isolated from each other. In fall 1989 with the advent of state Community Mobilization Against Substance Abuse funding, members of an Island County core team began to lay the framework for a 10-year comprehensive plan to reduce alcohol and other drug abuse and addiction.

From the beginning, Island County planners were convinced that the root causes of substance abuse--alienation, loneliness, and lack of connection and "safe places"--must be addressed along with the symptoms. To this end, core team planners first held "Community Building Workshops" to help develop trust and connection among county residents who would then help plan, develop, and implement the 10-year plan.

COMPONENTS

Planning: Prior to receiving new sources of funding for community prevention programs, Island County's efforts consisted of minimal assistance to school districts through the sponsorship of assemblies and peer assistance training. With new funds secured, three county substance abuse committees and boards joined together as a core planning team. The following objectives were established for **VISION '99**: (1) hold a community building workshop to address root causes of substance abuse; (2) decentralize and broaden citizen participation; (3) develop a formal link between school and community; (4) educate through the media; and (5) effect change in law enforcement and the courts.

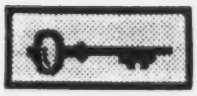
Program Description: **VISION '99 is a 10-year plan and, more importantly, a process of building collaborations and partnerships among community members. To help in this process, two community-building workshops took place in 1990. Nearly 150 citizens have participated in these three-day retreats facilitated by the Foundation for Community Encouragement. Planners sought countywide representation and considered all citizens "key" leaders. Homeless residents mingled with department heads, and no titles or last names were allowed.**

Island County youth were given the same opportunity to "communicate in a safe place" at two-day "Get Real" retreats on Whidbey.

At these retreats, participants gain group communication skills, realize common goals, and begin to identify and prioritize strategies to promote community wellness. These strategies are incorporated with the above mentioned **VISION '99** objectives. To date, the "Core of the Matter" substance abuse prevention newsletter keeps citizens informed about resources, in addition to providing awareness on issues. Recreational challenges and fun activities are sponsored for youth and adults in addition to parenting classes for families. A mentorship program is being developed.

Community Alliances: Core team members come from all community agencies and organizations. Individuals with no formal group affiliation also participate .

Success Indicators: **VISION '99** planners say it is too early to speculate on long-term results. They do report a "great deal of enthusiasm and energy generated" and "significant increases in the number of people and groups involved in various substance abuse prevention programs."



Key to Success: The community-building workshops have done much to break down barriers, according to Gilbert-Baenen. "We all attend too many meetings, lectures, and speeches that do not allow interaction. We need more opportunities that touch our heart. The workshops are bringing us together."

SECTION 4

Parent Programs
Family Support

PARENT PROGRAMS

FAMILY SUPPORT

Research tells us that family-related factors place students at risk for alcohol and other drug use. The National Commission on Drug-Free Schools challenged parents to become involved in all phases of school prevention efforts. Experience tells us that family life can be stressful and that family influence is a powerful force. Using this force in a positive manner is the goal of the programs described in this section.

Programs that promote success, empowerment, and control for families have prevention applications. The programs in the following pages are using various approaches to encourage parent and family participation. From incentives like raffles for groceries to free child care and transportation, these programs often include activities for the entire family along with a hot meal. All endorse the concept of helping as well as educating parents, and all are committed to promoting healthy school/family/community partnerships.

Parents as peers help other families learn new ways

PROGRAM **Families CARE (Community Alliance Reaching Everyone)**

CONTACT
Dianne Eash
Redondo Beach City School District
1401 Inglewood Avenue
Redondo Beach, California 90278
(213) 379-5449

OVERVIEW

***Families CARE** is a community parenting skills program designed to prevent drug abuse in children through good parenting practices. With a network of parents trained to conduct workshops in parenting, this program operates as a peer-to-peer program for parents who are interested in "upgrading, polishing, or learning new parenting skills." Meals and childcare are offered for a fee. Presented by the Redondo Beach City School District in association with California State University, Dominquez Hills, the program is funded from the Secretary's Discretionary Fund, Department of Education. The course is designed so "nonprofessional average parents" can teach the program and share it with others.*

COMPONENTS

Planning: A community survey indicated a need for parent support programs. Eash worked with parents and staff from California State University to develop and implement the program in 1989.

Program Description: Parent-facilitators are paid a stipend to attend the training. The initial parent-facilitators have been the "movers and shakers" of the community and have included PTA presidents, council members, and community members.

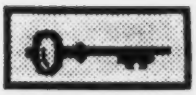
The district developed a "Parenting for Today" curriculum. It was adapted from an existing parenting curriculum. It consists of five three-hour sessions providing information, skills, techniques and tips to promote a healthy, drug-free family. In addition to discussions of "healthy families and healthy children" the content covers family and individual

responsibilities, rules and consequences, and community resources.

In conjunction with the workshops, a Parent Resource Center operates at one of the elementary schools. Classes are free, and child care is provided without charge. Meals require a small fee.

Community Alliances: PTAs, business and civic groups, and law enforcement agencies readily support and participate in the workshops. In addition to the 10 series offered during the first year of the program, parent-facilitators also presented overviews of the workshops to many parent and community groups.

Success Indicators: Process evaluations from facilitators and participants have been very positive, according to Eash. Other formative evaluation components such as community and student surveys are planned.



Key to Success: Eash believes family support programs must provide food and child care. She also credits the success of **Families CARE** to the fact that it is a prevention program for "average parents...parents who are really trying, but are also looking for better ways to solve problems." She adds, "Parents tell others and they teach others and that is a pyramid at its best."

School-based family program has community support

PROGRAM **Healthy Families, Healthy Kids**

CONTACT

Sharon Jahn, Wellness Education Specialist
Poway Unified School District
13626 Twin Peaks Road
Poway, California 92064
(619) 748-0010, ext. 2073

AUDIENCE Parents of elementary school students

OVERVIEW

The Poway School District serves 25,000 students in grades K-12 in a predominantly White, middle class Southern California community. ***Healthy Families, Healthy Kids*** *is designed to educate parents concerning the risks and protective factors for substance abuse as well as provide parenting skills in communication, esteem building, decision making, conflict management and stress reduction. The program especially strives to reach parents of at-risk youth. A "Family Festival" kicks off the program in the fall, and a Spring Appreciation Breakfast is held for parent educators, PTA presidents, and principals of the schools where workshops are held.*

COMPONENTS

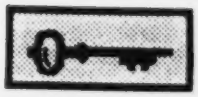
Planning: An informal survey of principals, PTA presidents, and teachers indicated a need for and willingness to participate in a district parent education series. Jahn and other school/community members planned the program based on previous parenting skills classes committee members had attended. The initial eight co-facilitators attended a two-day inservice training. A total of 12 "parent educators" now present the program. They attend bimonthly support meetings.

Program Description: **Healthy Families, Healthy Kids** is a five-week course that meets for one and a half hours at various elementary school sites. The program runs from October to May. Free child care is provided. Parents are encouraged to attend through principal and teacher personal contact.

The session topics are: Family Life Today; How Societal Changes Influence Our Children; Strengthening Family Bonds; Resolving Family Conflicts; Family Meetings; Healthy Choices to Sensitive Issues; and Family Stress Reduction.

Community Alliances: Recovering community students and a juvenile officer are among the program presenters. PTA leaders publicize the program, provide refreshments, and enlist participation. The Clean Foundation, a civic organization, organizes and holds the kick-off "Family Festival" and also funds the Spring Appreciation Breakfast.

Success Indicators: Written and oral program evaluations are received from parents, parent educators, and principals. Since the program began, parent participation has held steady or grown, and new schools are requesting the course for the next school year.



Key to Success: Co-facilitators were teachers, community members, and parents representing the local school site where the course was held. According to Jahn, this promoted a strength and sense of ownership. Weekly drawings were held for posters and books, and the free child care was greatly used.

Parents trained to be "part of the solution"

PROGRAM **Project CODE: Collaborating on Drug Education**

CONTACT
Karen Knab, Director
Community Connections, Inc.
3516 Tony Drive
San Diego, California 92122
(619) 453-2361

AUDIENCE Families with school-age youth

OVERVIEW

Project CODE was developed through a grant from the U.S. Department of Education to the San Diego State University Foundation. The program trains teams of school personnel, parents, and community members to provide prevention classes and support to families and to help schools and communities institutionalize drug-prevention programs

Once trained, CODE teams deliver a 10-hour substance abuse prevention workshop for families and a self-esteem workshop for fourth- through sixth-grade students. CODE teams also help establish school-based family resource centers. The National Federation of Parents for Drug-Free Youth recently selected ***Project CODE*** *as their "Parents Involved" National Program.*

COMPONENTS

Planning: A survey of San Diego County teachers, school staff, and parents indicated a high-priority need to educate parents on drug prevention. Those surveyed also felt parents have a need to communicate and collaborate with school staff on family and school issues. A planning team representing education, multicultural, evaluation, and community collaboration expertise developed **Project CODE** in 1988.

Program Description: **Project CODE** is a parent-to-parent program that requires facilitator training. This 60-hour training consists of three parts and is given over a five-month period. Part I is the prevention workshop for families and includes facts about alcohol and other drugs, effects of use, and family responsibilities for prevention.

Part II involves developing collaboration skills, including group facilitation strategies, locating resources, decision making, and action planning. Part III involves working with families, schools, and communities (including culturally diverse ones), community partnerships, and setting up family resource centers. Once trained, the CODE teams return to neighborhood schools to train and empower other parents.

Project CODE is available in Spanish. A version will soon be ready for six Asian/Pacific cultures. **Project CODE** is based at the school site, grades K-12, and is currently being used throughout San Diego County and California schools as well as in Wyoming and Guam.

Community Alliances: Many community agencies and civic group representatives work with **Project CODE** as trained facilitators. These agencies also provide funding sources, training sites, and network resources.

Success Indicators: **Project CODE** has been extensively field tested and evaluated. CODE teams participating in training and parents who attended substance abuse prevention workshops provided written and oral feedback on program materials. Results have been positive. **Project CODE** received the Award for Outstanding Contribution to Drug Abuse Prevention in 1990 by the California Association of County Drug Program Administrators and has been adopted by San Diego County as the county-wide parenting program.

Key to Success: Knab believes the strategy of providing facilitation and collaboration skills, along with information on action planning and securing funding for programs, "empowers parents to become leaders." As one CODE parent said, "Now I'm not one of those parents sitting at home and only talking about how things need to change. I'm now involved in making things change."

Parents pledge to get involved

PROGRAM **Partners In Prevention**

CONTACT

Joan Sullivan
Community Outreach Cooordinator
Substance Abuse Prevention
Boise School District
502 Curling Drive
Boise, Idaho 83702
(208) 338-3551

AUDIENCE Parents of junior and senior high students

OVERVIEW

*The Boise parent network **Partners In Prevention** is designed to help parents demonstrate their commitment to keep the youth of Boise drug and alcohol free. Parents join the network with a signed pledge to provide a drug and alcohol-free environment for kids. Their names are then placed in school directories to encourage communication and support among families.*

The program is part of the comprehensive school/community effort to increase awareness of substance abuse issues.

COMPONENTS

Program Description: **Partners in Prevention** is primarily a parent program supported by the school district. There is a contact parent for each junior and senior high school. This parent is responsible for disseminating information about the program thrcugh means such as brochures and newsletter articles. Parents who choose to join the network may elect to have their names printed in the junior high and senior high school **Partners in Prevention** directories. Community outreach coordinator Sullivan oversees the publication of the directories at district expense.

Membership in the network involves neither time nor money. Rather, parents are asked to employ prevention methods designed to send clear no-use messages to their children.

Some of the methods parents endorse by joining the network include: (1) chaperoning parties held in the home; (2) not allowing use of alcohol and/or other drugs in the home; (3) checking if the party which your child is planning to attend will be chaperoned and free of alcohol and drugs; and (4) supporting district and law enforcement disciplinary actions regarding illegal use of alcohol and drugs.

In addition to printing network names, the directory also contains tips and other prevention resource information for families.

Obstacles: Sullivan cautions that "clerical work can be an obstacle to accomplishing the task quickly." She recommends having a parent volunteer be responsible for updating the list on a yearly basis. She also believes this would "bring the program closer to the families and divide the labor."

Key to Success: Memberships have grown steadily in the two years of operation. Sullivan feels that "strong administration support and organized parent groups" have helped **Partners In Prevention** grow. She believes the program could be easily extended to church groups and businesses to promote their own and the school's programs.

Parents and adolescents really can talk

PROGRAM **Parents and Adolescents Can Talk (PACT)**

CONTACT

Joye Kohl, Project Director
Montana Area Health Education Center
308 Culbertson Hall
Montana State University
Bozeman, Montana 59717
(406) 994-6001

AUDIENCE Students, grades five to 12, and their parents

OVERVIEW

*The **PACT** program originated in Gallatin County, Montana, in 1984 and expanded statewide in the fall of 1986. Developed as a "Made in Montana for Montanans" program, **PACT** has discovered "what works here works for others." The program is now operating in five other states to provide a vehicle for enhancing family interaction and knowledge about harmful risk behaviors for youth. Originally **PACT** focused on teen pregnancy prevention; the program has now expanded to address a full range of youth issues, including substance abuse, school dropouts, teen suicide, and child abuse. The program received the 1989 American Medical Association National Congress on Adolescent Health Award for Excellence in Education and Prevention with respect to sexuality.*

COMPONENTS

Planning: A 1984 state and local study of adolescent pregnancy rates was conducted to assess the perspectives of field practioners. The need for educational programs aimed at young people prior to their becoming sexually active was very evident. A comprehensive planning team and local advisory group guided the development of the curricula. Funding came from local and federal monies.

Program Description: **PACT** is designed for "average" families facing adolescent issues. The underlying theme is primary prevention through improving parent and youth communication, building youth self-esteem and pro-social skills, and enhancing family strengths and parenting self-confidence. **PACT** also aims to provide support settings for both parents and youth.

The **PACT** curriculum program has four parts: (1) a 15-hour pre-adolescent program for fifth- and sixth-graders and their

parents; (2) a 20-hour adolescent program for seventh-, eighth-, and ninth-graders and their parents; (3) a 17 and a half-hour older youth program for 10th-, 11th-, and 12th-graders and their parents; and (4) a four-session peer facilitator training in which either parents or adolescents take the program to others in their areas.

There are two versions of the curriculum. One is for "out-of-school" settings such as community centers, churches, and homes. The second version is designed to be used in schools with a corollary parent program provided for interested families. When, and how often, the materials are presented is left to individual users. **PACT** has been used in a variety of settings: twice-weekly meetings, every two weeks, and retreats. It is designed to be flexible. The curriculum is designed to "stand alone" without specific training from program staff.

Community Alliances: **PACT** is designed to be a community-based program providing a structure whereby parents, organizations, agencies, and institutions within each community combine efforts and resources.

Success Indicators: An outside evaluator has collected data on knowledge, communication between parent and youth, youth self-esteem and sexual behavior. Gains were shown in the first three areas, and data revealed decreases in all sexual behavior except kissing.

Obstacles: Kohl states that schools, parents, and communities "have to attend to the community issues of family planning right up front. When these issues are addressed, people representing all points of view are able to come together to achieve common objectives."

Key to Success: **PACT** promotes "the development of broadly representative local groups," says Kohl, "and brings them together to focus on common objectives." She believes enhancing youth self-esteem and parenting self-confidence makes for success.

Administrative leadership spearheads parent movement

PROGRAM **Kennewick Parent Network**

CONTACT

Dr. Gary M. Fields, Superintendent
Kennewick School District
200 S. Dayton Street
Kennewick, Washington 99336
(509) 736-2645

AUDIENCE Parents, community members, students

OVERVIEW

*The **Kennewick Parent Network** is sponsored by all 20 private and public schools in the Kennewick area; the student population numbers more than 12,000 children. Part of a long-range community mobilization plan, the **Network** is a school/community partnership attempting to better communicate with youth to encourage them to avoid unhealthy situations. Parents sign an agreement opposing alcohol, tobacco and other drug use by youth and endorsing general weekend curfews. But **Network** leaders are quick to point out it's much more than just a pledge. A support system for parents also is being created. Superintendent Fields, the person leading this effort, anticipates "a minimum of 5,000 parents signing the agreement by fall 1991."*

COMPONENTS

Planning: Two formal needs assessments were conducted. The first asked 50 parent leaders from all district schools to prioritize needs and concerns about children and/or schools. From over 35 items, concern about alcohol and other drugs was the clear choice. A second survey of 66 questions taken six months later asked 800 school staff members, parents, and community members to evaluate a district strategic plan for the future. Again, support for alcohol and other drug prevention, intervention, and proactive programs ranked Number One.

Starting in winter 1991, a team of 50 parents and 13 school staff members met over a four-month period in workshops to learn alcohol and other drug information, school and community prevention/intervention strategies and how to

organize a parent network. Fields and the director of student services facilitated the workshops.

Program Description: The planning team organized at the school site level and community level to publicize the **Parent Network** "Kick-Off" and gather support. Nearly 2,000 adults attended the one-hour "Kick-Off" program where Fields, three "key" parent presenters, and local celebrities described the Network. A video was made of the bilingual event for those parents not attending.

Network parents sign an agreement stating that they oppose AOD use by youth and teens, will work to educate themselves about the issues, will actively chaperone events and not serve AOD in their homes, endorse general weekend curfews, and communicate with other families about youth activities and plans. Some 1,800 parents signed the initial Network agreement and had their names placed in the first **Parent Network** directory.

Fields is quick to point out that Parent Networking is a process. Signing an agreement and producing a directory is "only the beginning." A network steering committee of 63 parents and school staff meets regularly. They will publish a **Parent Network** newsletter four times a year and plan numerous activities for both parents and students.

Community Alliances: The **Parent Network** is part of a three-pronged community action plan called FOCUS that includes a community task force of adult leaders, an interdistrict school committee; and the **Parent Network**.

Key to Success: Fields calls the parent response to the Network "astounding." He believes the probable uniqueness in Kennewick is that school administrators and parents with expertise and interest participated together in a "training/planning" period. "As a result," Fields says, "we owned the program. Communities must understand that parents are the primary prevention agents for helping our young people avoid alcohol and other drugs."

Food, fun, and support for the entire family

PROGRAM **Parenting Plus**

CONTACT

Pam Purvis, Prevention Services Manager
Child Abuse Prevention, Inc.
1517 S. Fawcett Suite 200
Tacoma, Washington 98402
(206) 572-5541

AUDIENCE Families with special needs

OVERVIEW

Parenting Plus *is a family support and education program that reaches families by breaking down barriers that typically block participation: cost, time of day, child care, meal planning, and transportation. The program, a collaborative effort between schools, churches, local agencies, and civic organizations, provides opportunities for parents to meet with other families. They learn about common parenting concerns and community resources, listen to other views, and enjoy an activity and meal with their children. Neighborhood-based,* ***Parenting Plus*** *is currently operating in 11 Pierce County sites.*

COMPONENTS

Planning: "Accessible parenting services" was the Number One need identified in a 1988-89 Pierce County Community Children's Needs Assessment. The survey noted that there were programs for "enriched families" who could pay for and commit to a six- to 12-week course, as well as programs for court-referred parents. **Parenting Plus** was developed in 1986 to meet the needs of "at-risk" populations: single-parent households, low-income families, families with substance abuse histories, or families isolated and experiencing multiple problems.

The program also adapts to new parents, teen parents, and parents with special-needs children. Experienced local family support practitioners developed the program. A United Way Project, funding for **Parenting Plus** comes from city, county, and state grants, as well as from private and individual donations.

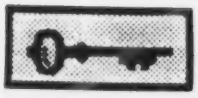
Program Description: **Parenting Plus** operates in a variety of settings: elementary schools, church and university facilities, and neighborhood centers. Program staff train local community members as facilitators.

The program runs weekly from 4:30 p.m. to 7:15 p.m. for six or seven weeks. Families first share a meal and then divide into children and parent groups. Supervised activities for children center around self-esteem, socialization, and group interaction. Program-trained "parent educators" from the community cover topics such as developmental stages for children, communication, family memories, discipline and punishment, and family self-esteem. Families come back together for storytime and family activity. By 6:50 p.m. everyone participates in cleanup and farewell. Staff then debrief for 15 minutes.

Community Alliances: Each site reflects the resources such as funding, staff, technical assistance, and space available in the immediate community. Local school districts, colleges and universities, Head Start and Even Start programs, health departments, churches, civic groups, and housing authorities are part of the **Parenting Plus** collaboration.

Success Indicators: Process evaluation data on collaborative contacts, sessions provided, attendance, and telephone and personal interviews show positive results, according to Purvis.

Obstacles: The host site (school, church, agency, center, etc.) must have staff interested and available to assist, says Purvis.



Key to Success: Another would-be obstacle has been turned into a "key" for **Parenting Plus**: Great care is taken to ensure that staff and facilitators reflect the ethnicity of the families who attend. In addition to providing food, helping with transportation, and offering activities for the entire family, the program is both "fun and informative," Purvis says.

Parents identify own needs in worksite program

PROGRAM **Parents At Work**

CONTACT

Barbara Reynolds, Program Director
Family Friends
Community Action Council
Mason, Lewis & Thurston Counties
4405 7th Ave. SE, Suite 300
Lacey, Washington 98503
(206) 438-1100

AUDIENCE Thurston County state employees

OVERVIEW

Parents At Work *is a collaborative project of Family Friends of Thurston County; Washington Wellness, a program of the state Department of Personnel; and the Washington Council for Prevention of Child Abuse and Neglect. A worksite family support program,* ***Parents At Work*** *provides parenting education and training for state employee families in Thurston County.*

At the start of the program, planners surveyed employees on both parenting interests and method of delivery. The result is a program that has widespread participation. It not only gives parents what they asked for but does so at their place of employment.

COMPONENTS

Planning: Over 2,000 state employees were surveyed to determine parenting needs and interests. The top 10 responses were: discipline techniques, parenting teens, teaching responsibility, balancing work and family, communication, self-esteem, having fun with kids on little money, conflict and anger management, stress reduction and time management for parents. Employees also indicated they would prefer that this information be presented in noon-hour workshops, video discussions, four- to six-week parenting classes, weekend family retreats, and drop-in support groups.

Armed with this information, program planners developed a program with the following components: newsletter, topical

workshops, parenting classes, support groups, and special events. **Parents At Work** is presently funded for a two-year cycle.

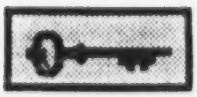
Program Description: Quarterly newsletters inform state employees of **Parents At Work** activities as well as offering parenting tips and suggestions for "family happenings" or low-cost recreational outings. Topical one-time presentations have been offered both during the noon hour and in the evenings by local professionals in their field. Topics have included: managing anger while parenting children, parents as sex educators, choosing child care, and balancing work and family. Locations vary from worksite to worksite within the county.

Parenting skills classes are also offered during both noon hours and evenings; participants pay $35 per course. Active Parenting, Active Parenting of Teens, and Parenting for Education have been offered, in addition to the video, *Winning At Parenting Without Beating Your Children.* Support groups are provided for parents with preschoolers and infants. A parenting book fair traveled to five locations to offer printed resources.

Community Alliances: A wide representation of local government and private agencies and organizations collaborates with **Parents At Work** to provide networking, referral sources, resources, inservice trainings, and interagency program development.

Success Indicators: Reynolds reports that process evaluations gathered from participants have been positive. The collaboration between community agencies has also been strong.

Obstacles: "Society has not yet seen the importance of putting a fence at the top of the hill instead of an ambulance at the bottom," says Reynolds. "Lack of money keeps us from doing more."



Key to Success: Reynolds believes a key to program success has been the networking. "None of us is territorial," she says. "We work together with community agencies all for preventing child abuse and neglect in our world."

From meals to wheels, TIPPS has it ALL

PROGRAM **Training In Positive Parenting Skills (TIPPS)**

CONTACT Linda Crowson, TIPPS Director
207 Fourth Avenue North
Kelso, Washington 98626
(206) 577-3106

AUDIENCE Families

OVERVIEW ***TIPPS** is a 12-week program offered free of charge to interested parents and their families in Kelso School District. The program is designed to strengthen individual families by increasing parenting skills, helping families see schools and community agencies as sources of support, and promoting families bonding with other families to develop continuting support groups. **TIPPS** is a partnership between the Kelso Public Schools, the Cowlitz County Human Resources Department, and local civic and business organizations. "From wheels to meals," **TIPPS** provides everything.*

COMPONENTS ***Planning:*** An informal survey of local agency and school personnel identified parenting skills as a high need. Kelso School District identified the **TIPPS** model from the Community Action Council in Lacey, Washington, and implemented the program in January 1990.

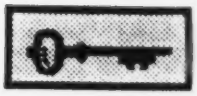
Program Description: The program consists of 12 weekly sessions in an individual elementary school. School facilities are used for meals, gym activities, and classes. Families eat together and participate in a short opening session. Parents then go to classes about positive parenting, teens attend teen programs, and children ages 6-12 participate in special activities and classes. Child care is provided for ages 0-5. Families come together for a closing session that includes a raffle. Transportation is provided for all families who need it.

Volunteers from the local community and school are at the heart of the program. They act as trained facilitators, prepare and serve meals, provide transportation, and care

for small children. School district commitment and support for **TIPPS** sites is also necessary.

Community Alliances: **A TIPPS** advisory council has members representing community agencies and organizations. Mini-lessons and staff training are provided from treatment programs, health and social services, and Cooperative Extension Service. **TIPPS** receives funding and donations from business and industry and from civic and religious organizations.

Success Indicators: Both parents and staff complete periodic evaluations of the program. Changes in parenting styles (reported or exhibited during the program) have been charted, and family and interfamily bonding has increased. **TIPPS** parents are also attending the schools' family functions in increasing numbers.



Key to Success: Effective **TIPPS** programs have the support of the site principal and are able to adapt to individual school needs.

SECTION 5

Comprehensive Programs

COMPREHENSIVE PROGRAMS

While all of the programs and strategies described in *SHARING YOUR SUCCESS* are parts of larger school/community efforts, the summaries in this section describe programs that attribute their overall success to the combination of many parts.

These parts, or components, include policies that specifically address prevention and intervention activities rather than just discipline codes. Students receive curriculum in the classroom and have access to student assistance services. There are youth activities that support abstinence and opportunities for ongoing staff development. Parents and community members are encouraged to work with the schools in prevention strategies, and evaluation is used to track progress and make improvements.

This section includes many of the U.S. Department of Education Drug-Free School Recognition Programs

"Carefronting" skills at North Pole High

PROGRAM

North Pole High School

1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Terry M. Marquette, Principal
P.O. Box 1250
Fairbanks, Alaska 99707
(907) 488-3761

AUDIENCE

High school students

OVERVIEW

North Pole High School has a current student population of 879 and is located in a community where the economy fluctuates greatly due to oil revenues. Summer offers 22 hours of daylight, while winter provides fewer than two hours. Such climatic conditions contribute to Alaska's placement in the top 10 of national categories for alcoholism, divorce, and suicide.

Since 1987 staff at North Pole High School have taken a proactive prevention and intervention approach to what they see as the societal problem and health issue of substance abuse. As community awareness has increased, so has support for the school program, which offers four levels of student groups.

COMPONENTS

Planning: The University of Alaska conducted two student use surveys in 1981 and 1987. Students in grades seven through 12 were compared with the National Household Survey for 12- to 17-year-olds. Alaska youth ranked higher in every category for tobacco, alcohol, and other drug lifetime experiences. A 1989 PRIDE survey showed similar statistics and indicated that beer and marijuana were the drugs of choice.

In 1986 Principal Marquette began to look for a more comprehensive program and in 1987 selected the STARS (Students Taking a Right Stand) program developed in Chattanooga, Tennessee. A district team received STARS training and returned home to implement the program in all district schools.

Program Description: STARS offers students four different levels of groups. The first group, "Triple S" or "Students Staying Straight," is for those who choose to stay

drug-free. This group of over 210 students performs awareness skits and assemblies, sends delegations to the yearly Alaska Teen Institute, organizes social "lock-ins" and fundraisers, and receives club cards for school and community privileges.

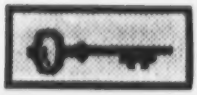
Concerned-persons groups are available for those who have a concern for someone using tobacco, alcohol, and other drugs. Insight groups are provided for students who are using and/or have been suspended for use on school grounds. Recovery groups exist for students who have been through treatment or have quit on their own volition and want to remain drug-free.

The basic STARS program began in 1987. Two modifications have taken place since that time. A substance abuse counselor has been hired to co-facilitate groups, and a staff member has been given release time to coordinate all in-building student assistance programming.

In addition to the STARS program, freshmen receive a drug curriculum in a required health class.

Community Alliances: A community substance abuse task force was created in 1986 and continues to meet monthly. This task force has North Pole staff as members and acts as a forum for disseminating information to community agencies. District personnel present "Kids and Drugs: An Evening for Parents" every year at the public library. Financial program support comes from the Chamber of Commerce, the Rotary Club, and United Way.

Success Indicators: Baseline data prior to 1990 has been difficult to obtain. Student participation in support and insight groups has been good, and Marquette says the "change in some students' behavior is apparent to all classroom staff. We believe that more than one student has been helped and/or saved by this program."



Key to Success: Marquette says the program sends the message that "it's okay to be straight and that many other students share that point of view." He adds: "We teach our students 'carefronting' procedures...a combination of caring about and confronting drug users. We feel our efforts have been well spent."

Large urban district encourages personalized programs

PROGRAM **CAPP: Chemical Abuse Prevention Program**

CONTACT

Sharon Sackett-Martinez, Program Specialist
Anaheim Union High School District (AUHSD)
501 Crescent Way
Anaheim, California 92803-3520
(714) 220-4098

AUDIENCE Students, grades seven through 12

OVERVIEW

CAPP is a comprehensive alcohol and other drug prevention program that has been working for the past nine years to provide prevention / intervention education for both students, parents and community members. The district is also committed to providing ongoing training for staff in substance abuse prevention strategies.

Located in Southern California, the Anaheim Union High School District serves 18 schools (grades seven through 12) and three alternative education campuses. Each site has a ***Chemical Abuse Prevention (CAPP)*** *coordinator and school CORE Team. Coordinated through a district position, the program encourages staff to adapt the program to specific needs.*

COMPONENTS

Planning: A 1983 student survey indicated a need to address substance abuse issues. That year, Anaheim began "pioneering efforts" in drug prevention. A district CAPP committee received initial training by Community Intervention.

Program Description: The three CAPP components are: (1) student educational prevention/intervention; (2) staff training; and (3) parent/community education. The student educational prevention/intervention component is an ongoing process at each site. Various life skills and substance abuse curricula are utilized; these include D.A.R.E., Irvine Guidance Resources (see page 7.4, Section 7, Curriculum Development), STAR, and district-developed materials. The district has developed a drug,

alcohol, and tobacco comprehensive skill matrix for all grades.

Each school has a **CAPP** coordinator who receives a stipend to oversee a school CORE Team. In addition to institutionalizing the student assistance program at each site, this team runs student support groups, generates alternative activities, and presents assemblies.

Ongoing three-day training is conducted yearly. In the 1991-92 year Western Regional Center will conduct onsite and district training for classified/certificated personnel and parents.

Community Alliances: The third **CAPP** component is facilitated by strong ties with a drug/gang advisory committee that meets quarterly. Outside agencies help facilitate student groups on some campuses, and parent groups assist at Red Ribbon Week, parent nights, and community educational panels. AUHSD is in partnership with the Orange County Master Plan.

More than 18,000 district parents recently received **CAPP** brochures written in English, Spanish, and Vietnamese.

Success Indicators: Monthly activity forms from **CAPP** coordinators show "significant declines" in suspensions, expulsions, and referrals to **CAPP** identification committees.

Obstacles: Anaheim experienced two obstacles during early implementation of the program: (1) lack of coordination district-wide, now being resolved by the full-time program specialist position; and (2) asking **CAPP** coordinators to volunteer time, now resolved by giving a stipend.

Key to Success: Anaheim is a large, urban district that is "unique in that we allow individual site needs to be addressed," says Sackett-Martinez, "yet we all follow a structured district plan for continuity, coordination, and effective evaluation. I strongly believe the many dedicated extra hours spent by **CAPP** members makes the difference for our program."

Policy, intervention, and law enforcement partnerships

PROGRAM **Comprehensive Prevention/Intervention Program, Grossmont UHSD**

CONTACT

Bobbie Plough, Program Specialist
Substance Abuse Prevention
Grossmont Union High School District
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La Mesa, California 91944-1043
(619) 465-3131

AUDIENCE High school students

OVERVIEW

Grossmont High School is a suburban district in the eastern portion of San Diego County. 18,600 students attend 10 comprehensive high schools, one continuation school, and special education programs. District drug and alcohol and other drug prevention/intervention programs have been in existence for many years; a more comprehensive approach was formulated under California D.A.T.E. funding guidelines in the 1989-90 school year. The district has a stringent drug policy, a voluntary drug testing program for athletes, and an intervention component designed to keep students in school.

COMPONENTS

Planning: School/community assessments revealed a need for collaboration between district and community agencies, including law enforcement, expanded drug prevention education, and staff development. Program specialist Plough coordinated the planning of the program with help from district nurses and a county probation officer. Each school site provided a representative to work with the program staff.

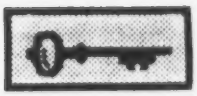
Staff development training has been provided in prevention curriculum, signs and symptoms of abuse, esteem building, gang prevention, Project CODE (see page 4.6, Section 4, Parent Programs), and Neighborhoods In Action (see page 3.6, Section 3, Community Partnerships).

Program Description: Prevention activities include: (1) stringent, clearly defined behavior policy regarding student use of alcohol and other drugs; (2) "Here's Looking At You, 2000" prevention education; (3) voluntary drug-testing program for athletes (school personnel are not informed of the results); and positive alternatives through such school activities as "Grad Nites" and "After Proms."

Intervention programs are: six-week drug-awareness programs held at the continuation school offered in lieu of suspension; a full-time probation officer to work with students with school attendance problems; a school Student Attendance Review Board (SARB); and individualized intervention strategies such as peer listening, 12-step recovery groups, and community counseling opportunities.

Community Alliances: Grossmont has positive relationships with many community agencies and private and public sector organizations. Such groups provide treatment counseling, parenting skills classes, peer listening training, and financial assistance for alternative programs.

Success Indicators: Evaluation data are gathered from inservices, probation officer statistics, county Office of Education Quality Assessment Review, and year-end reports from site representatives. Probation officers report that 90 percent of the students contacted remain in an academic program during the school year. More than 95 percent of students enrolled in the drug-awareness program complete the course and continue school. One percent of athletes participating in voluntary drug testing show positive results, and more than 250 certificated employees and 75 parents have been given general awareness or specific prevention training.



Key to Success: Dr. Michael F. Eddy, director of administrative services, lists three critical elements of the Grossmont comprehensive program: (1) clearly defined policy with consistent procedures; (2) rehabilitation through the drug awareness program; and (3) the cooperative relationship with law enforcement through the district employment of a full-time probation officer.

Cluster schools and site coordinators help make Los Angeles schools work better

PRACTICE **Drug-Free Schools Prevention Model**

CONTACT

Dr. Ruth Rich
Los Angeles Unified School District
450 N. Grand Ave, Room A-319
Los Angeles, California 90012
(213) 625-6411

AUDIENCE K-12 schools

OVERVIEW

The Los Angeles Unified School District's drug prevention and intervention program consists of several components: elementary and junior high curriculum, referral and support services for junior and senior high schools, staff development, and parent education.

Providing the foundation for this comprehensive program is an implementation model designed to coordinate programs and services in a large city school district with 527 schools.

COMPONENTS

Planning: The planning for this implementation model took place as a result of an immediate necessity to coordinate district programs and services. Los Angeles Unified School District has more than 400 elementary schools, 78 junior high-middle schools, and 49 senior high schools. The idea for cluster schools and school site coordinators was developed to better serve the district students, teachers, and families.

Program Description: Among the many program components in the Los Angeles program are: D.A.R.E. at the elementary, junior and senior high levels; Discover: Skills for Life; an elementary intervention counseling program; secondary student assistance program; and many programs for cocurricular activities. Parent education is available throughout the district.

Each school site has a health coordinator. If the year-round school is multitrack, the school may have two coordinators.

Secondary schools have student assistance program coordinators.

In addition, there is a teacher advisor for a cluster of schools. It is the advisor's responsibility to work with the district coordinators to assess training needs, coordinate trainings, deliver materials, circulate films, and conduct cluster meetings and other advisor/coordinator activities.

Community Alliances: All programs network with community agencies such as the American Cancer Society, American Heart Association, American Lung Association, intervention and treatment centers in the greater Los Angeles area, local universities and all major law enforcement agencies working within the neighboring communities.

Success Indicators: According to the independent pre-post evaluation of the program's elementary and secondary components in the 1990-1991 school year, "goals were met in terms of teacher behavior and attitudes, student knowledge and behavior, and parent beliefs." A Drug-Free School Policy and a Smoke-Free School Policy, both major goals, have been established district-wide.

Keys to Success: Teachers, parents, and students have indicated positive support for the many programs and services. District staff report that schools appreciate the information, resources, and coordinators all located "right at the school level." This feeling apparently is shared; one site coordinator reports, "We, as coordinators, feel empowered to facilitate the implementation of a total health prevention program at our schools."

Leadership is prevention at continuation high school

PROGRAM **Sierra Vista High School**
1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT MaryAnn Boylan, Principal
8470 Avenue 406
Dinuba, California 93618
(209) 591-5732

AUDIENCE Continuation high school students

OVERVIEW *Sierra Vista (SVHS) is a small, rural continuation high school located in Tulare County, part of the agricultural valley of California. The 80 students represent a diverse population, including youth, expectant mothers, and teenage parents. Eighty-seven percent are Hispanic and 25 percent are identified as migrant. Ninety-four percent are receiving free or reduced lunches.*

Many of the students at SVHS are there because of drug-related incidents. Principal Boylan says, "Almost all our students have been through a comprehensive drug education program learned both in the street and in the classroom." But things are changing for these students--the dropout rate has dived, discipline referrals are down 60 percent, and one-third of the school participates in "Leadership Classes."

According to Boylan, the "inner self....is the most crucial variable in achieving positive results with substance abuse."

COMPONENTS ***Planning:*** Student use surveys administered in 1984 and 1989 showed "alarming changes and severity" in student drug habits. Beginning in 1987, SVHS staff refined the existing Dinuba Joint Union High School District drug and alcohol program to become more tailor-made to its particular student population. SVHS staff attended a three-day Western Regional Center planning workshop in 1987.

Program Description: Sierra Vista staff believe strongly that "changes must be made internally to effect non-use." The "internal variables" of cooperation, communication, caring, self-worth, and appropriate decision-making skills are emphasized in three primary "phases."

Phase I is a schoolwide program. As part of the district student assistance program, students transferring to SVHS work with the same intervention specialist as they participate in insight groups emphasizing drug awareness, social skills, and decision making. Nightly "Safe Zones" meetings are available on a drop-in basis.

Phase II focuses on identification and skill development. In an attempt to channel positive spheres of peer influence, staff identify students for "leadership" classes where they receive detailed substance abuse instruction, life-skills information, and a curriculum that includes academics, work skills, team building, and affective skill development. Leadership classes also prepare videos on contemporary adolescent issues for lower grades. Thirty-three percent of the students are in leadership classes.

Phase III is a mentor program. Using local and state funds, this phase connects students with community members for two hours daily after school in the spring. Students are paid for up to 10 hours per week to work with and for mentors.

SVHS students are rewarded for attendance with school jackets and class rings. Two scholarships are awarded annually.

Community Alliances: Drug and alcohol counselors are contracted through local agencies, probation and parole officers collaborate with school staff regularly, and the Ministerial Association provides a youth service worker for the campus. SVHS hopes to cosponsor a health and safety fair in the future.

Success Indicators: Monthly attendance records are up 25 percent and students are earning more credits towards graduation. Discipline referrals are down by 60 percent from previous years. No students have been expelled for drug-related incidents in the last three years. Significant changes in use and abuse have been demonstrated through district surveys.

Key to Success: "Unlike many schools," Principal Boylan says, "we believe a positive approach to changing attitudes is the best way of changing behavior. Our school, with a caring staff and community, is working together to build a future for these high-risk students as responsible citizens."

Beyond the classroom for students and parents

PROGRAM **Student Well-Being**

CONTACT

Katie Filzenger
Tamara Kabban
Student Well-Being Team
San Ysidro School District
4350 Otay Mesa Road
San Ysidro, California 92173
(619) 428-4476, ext. 216

AUDIENCE Students K-8

OVERVIEW: *A predominantly Hispanic community, San Ysidro is located near the California-Mexico border. **The Student Well-Being Program** is a comprehensive drug education program for the district's five elementary schools and one middle school. In addition to prevention curricula, the district offers youth clubs, an afterschool motivational program, and a parent education program, all of which are well attended.*

COMPONENTS

Planning: Student eighth-grade surveys given in 1987-88 indicated a large percentage (35 percent) of students lived in homes where someone used illegal substances on a regular basis. More than half (61 percent) also reported friends who regularly used drugs. The district formed a planning committee of the special services coordinator, parent volunteers, police and border patrol officers, district officials, and community-based service providers. The program was initiated in 1988-89.

The district offers staff development days twice a year and provides training for high-risk youth identification and AIDS education. Program staff also attend regional prevention/intervention trainings.

Program Description: Core curriculum instruction consists of: McGruff (K-3); Here's Looking At You, 2000 (grades four, six, and eight); and How to Be Successful in 10 Minutes A Day (grades seven and eight). The U.S. Border

Patrol's Drug Awareness Program, Girl Scout Tobacco Education Program, Just Say I Know How, and D.A.R.E. supplement the above curricula.

Club activities include Just Say No clubs at all elementary schools (see page 1.4, Section 1, Peer Programs), and Club Live at the middle school. Clubs meet weekly or biweekly and plan school, district, and county activities.

Each school site has an after-school motivational program designed to meet individual school needs. The programs range from recreational sports to homework centers. A certified staff member works one hour per day four days a week.

San Ysidro community service providers work with **Student Well-Being** to present two educational sessions a year: "Drugs in Our Community and Available Resources" and "AIDS in the Hispanic Community." *Parents Growing Together (PGT)* is offered once per year in both English and Spanish.

Community Alliances: The San Ysidro Substance Abuse Task Force advises the program. As noted, community service providers present informational sessions to parents and students at the school site.

Success Indicators: Data gathered from law enforcement personnel indicate no student arrests on or near school sites. Attendance at parent education sessions doubled expectations; over 305 parents have attended classes.

Key to Success: Coordinators Filzenger and Kabban credit a "strong cooperative partnership" with the San Ysidro Substance Abuse Task Force as advocating for community change. This advocacy, they believe, has encouraged parents to get involved in the program and to become acquainted with both school and community services.

High hopes and community partnerships enhance Weldon School

PROGRAM **Weldon Elementary School**
1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT
Carl Tomlinson
150 DeWitt Avenue
Clovis, California 93612
(209) 299-2191

AUDIENCE Elementary school students

OVERVIEW

Weldon Elementary School serves 756 students in the Clovis Unified School District, which is located in the Central San Joaquin Valley. Part of the district includes portions of Fresno. Previously rural in nature, recent urban development has resulted in an increasingly diverse student population.

A proactive tobacco, alcohol, and other drug prevention program concentrates on providing positive alternatives for students. Weldon staff believe strongly that a drug-free school is a community commitment and works in partnership with many agencies to educate, support, and heighten general public concern.

COMPONENTS

Planning: The district-wide drug prevention program began in 1985. Formal curriculum was adopted in 1987. Each year, additional programs and activities have been added by a site drug prevention team. Each Clovis school is required to have a wellness plan with prevention and intervention goals.

Program Description: A clear no-use policy accompanies the following five major strands in the Weldon program: curriculum, supplemental prevention activities, parent/community involvement, staff development training, and intervention procedures.

Curriculum consists of the "Here's Looking At You, 2000" program for all grades, McGruff, and D.A.R.E. Staff is

currently developing TAOD information in Spanish and Hmong. Supplemental prevention activities include active participation in Red Ribbon Week, a Weldon march against drugs through downtown Clovis, the Clovis Police Department School Resource program, poster and essay contests, and cross-age teaching in refusal skills.

Personalized intervention services for students and families are available through site drug prevention team counseling. "At-risk" students are called "High Hopes" students to convey a more positive connotation. A school psychologist is available every Wednesday evening to help students, family, and staff. The Thematic Learning Center was developed to meet the needs of special-needs students and generate a sense of connectedness with the school.

Annual inservice trainings provide staff with ongoing development in prevention and intervention issues. To help encourage parent and community involvement, staff and students publish the Weldon Drug-Free Calendar which lists monthly drug-free activities as well as awareness information and the district policy. The Safehomes Program was recently initiated to promote parent networking, and a wide range of family support programs are available through the district and community agencies.

Community Alliances: Local health service professionals provide speakers, family parenting series, and counseling for Weldon families. The Drug-Free Calendar was paid for in part by businesses and individuals. A district health and wellness resource center offers additional opportunities for community awareness.

Success Indicators: Weldon staff is awaiting results of a winter 1991 Clovis Unified School District student survey. Statistics for attendance, major discipline referrals, truancy, and participation in co-curricular activities lead the staff to believe the program is having positive results.

Key to Success: "Our school emphasizes positive self-esteem and effective decision-making skills," says Principal Tomlinson. This "can-do" attitude, along with strong community support, makes the Weldon staff optimistic about the future of Weldon students.

Communication skills and community involvement

PROGRAM **Aliamanu Intermediate School**

CONTACT Gary W. Griffiths, Principal
3271 Salt Lake Boulevard
Honolulu, Hawaii 96818
(808) 422-2791

AUDIENCE Middle school students, grades seven and eight

OVERVIEW *One of seven Hawaii Department of Education's Drug-Free Schools Recognition programs for 1990-91, Aliamanu serves over 1,000 students from mostly mobile military families. Many students live in single-parent situations when one of their family members is deployed for long periods of time. The largest ethnic student group (43 percent) is Asian/Pacific Islander. A "proactive comprehensive" program, Aliamanu has recently concentrated prevention efforts to focus on improving student communication skills, self-esteem, and physical and emotional health.*

COMPONENTS ***Planning:*** A 1987 statewide survey of student alcohol and other drug use developed by Northwest Regional Educational Laboratory (NWREL) showed that 66 percent of Aliamanu's sixth-graders had tried alcohol, and that 47 percent demonstrated high risk factors for substance abuse. These surveys, plus an increase in disciplinary referrals and growing parental concern, led the school instructional council and the community-based management cadre to develop the Aliamanu Drug-Free Schools Program in 1987.

Since the inception of the program, school staff have been required to attend training in such areas as self-esteem, study skills, character education, AIDS, and traits of at-risk children and children of alcoholics.

Program Description: There are five main components to the Aliamanu program: (1) Special Motivation Program, targeting high-risk students; (2) Lion's QUEST, part of Teen Health daily for 10 weeks; (3) Adopt-A-School Program, providing support for stress-reduction tutoring; (4) Getting Dramatic, where consultants work with students to develop

self-confidence; and (5) stress management workshops for seventh-graders provided by the Navy Family Service Center.

Intervention activities include Malama O Ke Ola support groups, which promote choices and personal responsibility, and peer interaction classes. Aliamanu is currently working on developing a CORE Team for a more comprehensive student assistance program.

Youth leadership opportunities are provided through Youth Helping Youth, Student Mediation Training, and Intermediate Leadership Camp. There are over 37 student clubs and committees youth may choose from.

Aliamanu complies with the statewide Chapter 19 alcohol and drug policy.

Community Alliances: Aliamanu works with many military, state, and local agencies through the Community-Based Management Cadre that reviews and advises school programs. The Justice Awareness Project, the Honolulu Police Department, Lions Club International, the U.S. Navy, and the school PTO all support the program financially or through presentations and seminars. Griffiths credits these "positive and effective" partnerships with much of the program's success.

Success Indicators: Data is gathered from student referrals and from the NWREL surveys administered every two years. These statistics show that self-reported use is down, and there is a "significant" decrease in substance abuse-related referrals.

Key to Success: Principal Griffiths states that "the most critical factor influencing a quality program is personnel. Our faculty has a sincere commitment to providing a caring and nurturing environment, and we believe strongly we can make a difference."

Community partnerships enhance local program

PROGRAM **Ilima Intermediate School**
1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT Merle Iwamasa, Principal
91-884 Ft. Weaver Road
Ewa Beach, Hawaii 96706
(808) 689-8375

AUDIENCE Students, grades seven and eight

OVERVIEW *Ilima Intermediate School has a student population of 950 mostly Hispanic and Asian/Pacific Islander youth. Ewa Beach is a rural community experiencing rapid growth. Since the 1987-88 school year, Ilima staff have been developing a comprehensive tobacco, alcohol, and other drug program that includes a staff-developed guidance program as well as an "Alternatives to Gang Membership" course given by the Honolulu Police Department.*

COMPONENTS ***Planning:*** Every two years the state of Hawaii administers the Northwest Regional Educational Laboratory Survey of Alcohol and Drug Use for students in sixth, eighth, 10th, and 12th grades. The 1987 survey indicated that 51 percent of the Ilima students perceived drug use as a problem at their school, 24 percent of the students used drugs to some extent, and a high percentage of youth were not participating in school activities. A planning cadre of students, parents, and teachers decided to supplement the existing drug education curriculum with additional guidance activities designed to promote personal and career development as well as increase drug awareness.

Program Description: Every other week for 50 minutes, both seventh- and eighth-graders receive guidance activities in their homerooms. Seventh-grade students have the QUEST curriculum as part of their health classes. A 15-week Alternatives to Gang Membership course is taught by Honolulu police officers in seventh-grade social studies.

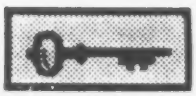
These informational programs are further supplemented by an extensive peer education program, Youth Helping Youth leadership, Ilima S.T.Y.L.E. (Students Teaching Youth to Live Effectively) drug-free activities club, and outreach opportunities at the YMCA, and Ewa Beach Boys and Girls Clubs.

Law enforcement works with school personnel to provide the Saturday morning parent/student in-school truancy program. The School Alienation Program provides on-campus counseling and support for students identified as needing special intervention.

Staff receive numerous training opportunities throughout the year and participate in the annual Drug-Free Summer Institute co-sponsored by the Western Regional Center. The comprehensive statewide Chapter 19 drug policy is strictly enforced at Ilima.

Community Alliances: Many local agencies collaborate with the Ilima program by offering speakers, presenting workshops, conducting meetings, and providing financial assistance as well as manpower for special events. A recently formed youth advocacy group comprised of business and community leaders works on identifying community needs. Both the YMCA Outreach Program and the 350-member Boys and Girls Club are given space on the Ilima campus to meet their clients and implement their programs.

Success Indicators: Staff training in tobacco, alcohol, and other drug signs and symptoms has resulted in an increase in the reporting of suspected offenses. Every year more Ilima students self-refer for counseling services.



Key to Success: Principal Iwamasa says, "We pride ourselves on the praise we give!" Pride in the intellectual, social, emotional, and physical growth for all Ilima students is stressed throughout the school. Iwamasa also credits community alliances as contributing to the program's success at Ilima.

Keolu promotes problem solving and self-esteem

PROGRAM

Keolu Elementary School
1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Mary Murakami, Principal
1416 Keolu Drive
Kailua, Hawaii 96734
(808) 261-0977

AUDIENCE

Elementary school students

OVERVIEW

A majority of the 354 Keolu students are at risk because of emotional and financial family stress. Many families have three generations living together. Sixty-nine percent of the children come from Asian/Pacific Islander ancestry.

The Keolu Guidance and Drug Prevention Program is developed to help equip students with knowledge, life skills, and self-esteem. Many children come from families in which the solution to confrontation is a physical rather than a verbal response. The Keolu staff works to reverse this trend and to help provide structure and consistency for its students.

COMPONENTS

Planning: Staff attendance at Coalition for Drug-Free Schools summer institutes led to the formation of a Keolu planning team. The program began in 1988. Yearly inservice training has resulted in ongoing refinement of the program to fit local needs. Keolu complies with the statewide Chapter 19 alcohol and other drug school policy.

Program Description: The drug curriculum is a composite of nationally and locally developed programs. For all grades there are three main strands: (1) drug information; (2) learning life skills; and (3) raising self-esteem.

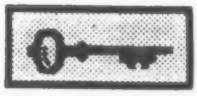
In addition to the D.A.R.E., McGruff, Choice, DUSO, and Castle Medical Center programs, guidance and prevention activities are integrated into the curriculum in many subject areas. "Project Recess" offers opportunities from crafts to

aerobics to help introduce recreational alternatives. "Student-recognition charts" are kept by every teacher; the goal is to have every child receive recognition for being special at something. A student-incentive store encourages personal goal setting, and in the Hawaiian studies classes, the Hawaiian concept of conflict management, "Hooponopono," is taught to all students.

Teachers are given yearly inservice training in identifying and providing counseling and guidance to at-risk students.

Community Alliances: A drug prevention task force consisting of teachers, counselors, and parents works to increase parent and community awareness of alcohol and other drug issues. Drug awareness nights, "Parenting Concerns Evening Meetings," and special assemblies all utilize community members as informational speakers. In addition to D.A.R.E., the Honolulu Police Department oversees the Junior Police Officer program.

Success Indicators: Statistics are kept for discipline and counseling referrals. During the first year of the program, reported incidents of physical abuse among students increased 132 percent. The second year showed a decrease of 15 percent. The staff sees this decrease as proof that the emphasis on problem-solving skills is having some effect. Visits to the principal for discipline issues have also decreased yearly.



Key to Success: The Keolu program focuses on reducing risk factors, increasing self-esteem, teaching skills for life, and promoting school competence. Principal Murakami states: "Optimum learning and achievement can only occur when accompanied by emotional growth and wellness. We strive for lifelong learners who are self-motivating and able to solve problems."

A sense of community promotes self-esteem

PROGRAM **Mokulele Elementary School**

CONTACT Mrs. Nancy W. Latham, Principal
1304 14th Street, HAFB
Honolulu, Hawaii 96818
(808) 422-6116

AUDIENCE Elementary school students, grades kindergarten through six

OVERVIEW *Mokulele serves 650 students from mostly Air Force families who remain at the school, usually for two to four years. Day-to-day stress caused by military deployments and the high cost of living in Hawaii create much student insecurity. Principal Latham states the school mission as "reaching out with the aloha spirit to create a community in which students and their families feel a sense of belonging and trust." Self-esteem provides the philosophical basis for this 1990-91 Hawaii State Department of Education Drug-Free Schools Recognition Program.*

COMPONENTS ***Planning:*** The 1987 state surveys developed and administered by Northwest Regional Educational Laboratory showed that some 50 percent of Mokulele sixth-graders were beginning to experiment with gateway drugs, 36 percent perceived parental approval for such experimentation, and 19 percent exhibited at-risk behavior. On a school-administered instrument to measure self-esteem, 50 percent of the students scored below the normal range.

In spring 1988 a planning cadre reviewed this data and developed a program to address at-risk students, offer inservice to parents, and provide an appropriate self-esteem-based curricula. Project Charlie, a Minnesota-based curriculum, was selected.

Program Description: The Project Charlie curriculum is divided into two levels. In the first level, students in kindergarten through third grade receive information stressing self-awareness and the importance of family and

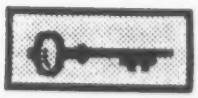
friends. In the second level, fourth-, fifth-, and sixth-graders learn specific information about chemicals, practice refusal skills, discuss peer pressure, and learn life skills, such as effective listening and managing conflict. Students in all seven grades receive curricula information every week for 30 to 40 minutes.

The curriculum is supplemented by "Team Charlie" in which peer helpers who are selected as fourth- and fifth-graders are trained in peer-helping skills to work as fifth- and sixth-graders providing class instruction and peer support as needed. D.A.R.E. is also provided for fifth- and sixth-grade students.

Project Charlie has been adopted by numerous other district schools, and the Mokulele staff is now working on improving coordination with the intermediate school and high school within their complex.

Community Alliances: Mokulele's program is supported by a parent community advisory committee, the school Drug-Free Council, D.A.R.E., and the Military Family Support Center. These groups share resources and provide speakers. Four drug education workshops are offered each year for parents, and the Department of Health offers parenting classes. The school is hoping to offer a five-session "Project Charlie for Adults" in the future.

Success Indicators: NWREL survey data show a reduction in the number of sixth-graders who have ever used alcohol or other drugs. Self-esteem gains have improved by 10 percent. Attendance at the parent workshops has increased, and a school-developed parent survey shows that 90 percent of the parents disapprove of alcohol and other drug use by their children.



Key to Success: Principal Nancy Latham believes the caring adult community at Mokulele, where mutual respect for all is the norm, contributes to the positive self-esteem gains for her students. "This safe environment," she says, "provides the context for our commitment to providing a comprehensive drug-free education program."

The school as 'ohana or family

PROGRAM **Waialua Elementary School**
1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT Sharon T. Nakagawa, Principal
67-020 Waialua Beach Road
Waialua, Hawaii 96791
(808) 637-5282

AUDIENCE Elementary school students

OVERVIEW *Waialua **Elementary** is located in a rural community on the North Shore of Oahu. The 600 students come from mostly Filipino and White families; over 50 percent qualify for reduced or free meals. More than half the Waialua families are employed at a local sugar company that faces an uncertain economic future. At least 17 students are homeless. With such an at-risk population, Principal Nakagawa states, "Our approach to alcohol and other drug problems is holistic in nature and includes initiatives not only for our students but for the community as a whole."*

COMPONENTS ***Planning:*** A drug information-only curriculum has been in place at Waialua for over 10 years. The decision to develop a more comprehensive approach came about after school staff carefully examined the Hawaii state survey of 1987 and attended a Western Regional Center three-day planning workshop the same year. Staff decided to focus on specific risk factors for substance abuse and began supplementing the curriculum with numerous prevention activities and services.

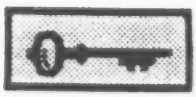
Program Description: All students continue to receive drug information in their health classes and sixth-graders participate in D.A.R.E. The primary language arts curriculum and the entire math curriculum have been redesigned to fit local needs. After-school tutoring, social activities and sports activities have been implemented, along with an extensive recognition program designed for every student.

The "Renaissance Program" was created to help develop every individual's talent and self-esteem. This program offers classes in video vision, electronic keyboarding, business, painting, and muppet/puppet groups in which students create and perform for the entire school.

A risk-support team identifies and works with students and families in need of intervention through school-based counseling. Working in conjunction with community groups, the school participates in a family literacy project, the Homeless Network, and special guidance programs. As one Waialua staff member says, "We believe we are part of an 'ohana or family and that we have a moral obligation to help our students any way we can."

Community Alliances: This sense of family is enhanced by collaboration with many local agencies and organizations. Law enforcement provides parenting workshops and D.A.R.E. Project WIN (Waialua Initiative Network) is comprised of school, business, and community members. The project has sponsored the family literacy project and the career education fair, and has provided assistance for school-based guidance activities that teach problem solving, cooperative learning, and critical-thinking skills.

Success Indicators: Annual state- and teacher-developed surveys show a decrease in alcohol and other drug usage among sixth-graders. Math and language arts test scores have increased, and there has been a decrease in disciplinary cases by 50 percent. School staff report an increase in "student positive perceptions."



Key to Success: "Positive perceptions" carry over to the staff. "One of the magic words at Waialua Elementary is 'respect'," says Principal Nakagawa. "We try to make our students feel that they are special, that they are capable, and that they will leave our school saying, 'I know I can....'"

A rural community concentrates on alcohol and tobacco prevention

PROGRAM **Waimea High School**

CONTACT Ms. Billi Smith, Principal
P.O. Box 339
Waimea, Kauai, HI 96796
(808) 338-1717

AUDIENCE High school students

OVERVIEW ***Waimea High School*** *draws its population from the entire rural west Kauai area. Native Hawaiians come from both the island of Niihau and from Pakala. While geographically isolated, the sense of community is strong. Fifty percent of the Waimea staff members are school alumni. Recent emphasis at Waimea has been on increasing peer-helping opportunities and on infusing prevention activities and lessons into departments other than health. Waimea is a 1990-91 Hawaii State Department of Education Drug-Free Schools Recognition Program.*

COMPONENTS ***Planning:*** A 1987 student use survey developed by Northwest Regional Educational Laboratory (NWREL) indicated a high percentage of Waimea students using alcohol and tobacco. When the same survey was administered again in 1989, results showed a decease in the number of school-related incidents, though alcohol and tobacco use remained fairly constant. School officials decided to concentrate prevention efforts on these two substances beginning in September 1988.

Since that time, Waimea staff have been trained in numerous areas ranging from student assistance programming and teen suicide to conflict management and youth gangs.

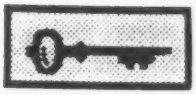
Program Description: All 10th-graders have received drug information in health classes since 1970. In 1988 the Waimea program shifted toward a physical, emotional, and social development model and began to infuse prevention

activities in science and English through cooperative learning methods and through special components such as the Self-Esteem Learning Center and the provision of materials translated into Spanish.

Also in 1988, the school expanded the Peer Education Program to include opportunities for small "student groups" that meet four times a week for 50 minutes and support groups for sexual abuse and drug-related concerns. Youth Helping Youth, community projects, and Drug-Free Fridays provide additional student drug-free activities.

Community Alliances: Waimea works with the Coalition for Drug-Free Hawaii, YWCA, YMCA, Castle Hospital, the local health department, and the Honolulu and Kauai Police Departments for program support, information, assembly presentations, and referrals for counseling. Monthly newsletters to families, businesses, and students keep the community informed of school activities.

Success Indicators: State survey data, informal discussions with teachers, and feedback from peer educators and students lead Waimea program staff to believe the program is helping to reduce alcohol and tobacco use.



Key to Success: According to Billi Smith, principal at Waimea, the faculty "believes in the students; they show warmth and enthusiasm that students feel and respect." Smith also credits her community as always willing to participate with time, money, or knowledge.

Junior high program stresses making choices during transitional years

PROGRAM **WE CARE** (Chemical Abuse Responsive Education)
1989-90 U.S. Department of Education Drug-Free School Recognition Program

CONTACT Frank Thomas, Principal
Irving Junior High School
911 N. Grant
Pocatello, Idaho 83202
(208) 232-3039

AUDIENCE Junior high students

OVERVIEW *The comprehensive **WE CARE** program began in 1985. The two-prong approach emphasizes both prevention and identification/intervention, with a wide variety of activities for each section. Irving Junior High has a student population of approximately 770 students. The staff builds on the theme of transition. "This is a critical age," says Thomas. "We work directly on decision-making skills, peer pressure, and making choices."*

COMPONENTS ***Planning:*** In the fall of 1985 school staff began looking at data compiled from student use surveys, disciplinary referrals, adolescent court appearances, and classroom behavior. All pointed to the need for a comprehensive alcohol and other drug program. A CORE Team from Irving received prevention training and devised a four-year action plan called **WE CARE**. Approximately 90 percent of the school staff are involved in implementing the program, and staff development activities are very well attended.

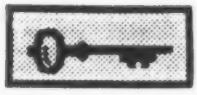
Program Description: A comprehensive policy details practices and procedures that include alternatives to suspension. The prevention program stresses life-skills training to increase student self-esteem and acceptance of responsibilities. Specific drug information is taught in health and science classes. Curriculum is supplemented through student clubs, specific "D (for Drug) Days" where the entire focus for one day is on drug information and

prevention, a Drug-Free Week, and opportunities for students to write plays and video productions dealing with peer pressure. There are also numerous assemblies and guest speakers.

The identification/intervention component includes an active Natural Helper program that includes over 90 trained students and teachers. A student assistance program provides for aftercare and re-entry counseling, in addition to student support groups.

Community Alliances: Irving parents participate on a drug awareness committee, part of the parent advisory committee, and lend support to **WE CARE** through funds and volunteers. Various community agencies and organizations donate materials, funds, and speakers. Local law enforcement officers have been speakers at assemblies, and the Pocatello Police Department provides a school resource officer one day a week.

Success Indicators: Formal student safety and AOD use surveys commissioned with outside evaluators have shown "significant declines" in use of most drugs, no change in marijuana use, and some decrease in alcohol use. Students reported a slight increase in feelings of safety in the school environment.



Key to Success: Principal Thomas recommends doing a lot of data collection. "You really need to get some hard-core data," Thomas says. Annual survey data provides good feedback for staff and helps reinforce staff development. "Data collection," he says, "allows you to say to your staff, 'Yeah, we're winning'."

Native American pride in prevention

PROGRAM **Browning Middle School**
1990-91 U.S. Department Of Education Drug-Free School Recognition Program

CONTACT Robert T. Parsons, Principal
129 1st Avenue S.E.
Browning, Montana 59417
(406) 338-2725

AUDIENCE Middle school students

OVERVIEW *Browning District No. 9 includes seven elementary schools, one middle school, and one high school. Browning is the agency town of the Blackfeet Reservation. Ninety-six percent of the students are Native Americans. One hundred percent of the students qualify for free or reduced hot meals. Along with high unemployment and high crime rates there are also high hopes.*

The schools, along with health, community, and church groups, are working together to strengthen community health. At Browning Middle School, education is combined with a wide variety of prevention and intervention strategies all designed to strengthen self-esteem and instill cultural pride.

COMPONENTS ***Planning:*** Informal district assessments confirmed chronic alcohol and other drug use in Browning. In 1982 a core group began to formulate school policy and the beginnings of a comprehensive plan. Since the inception of the program, planners have believed students need strong role models to teach them life-long skills. As a result, staff and community members volunteer their time to work with students on a variety of drug-free activities.

Program description: The Browning District No. 9 has a K-12 curriculum, supplemented by D.A.R.E. At the middle school, drug information and self-esteem building are infused into all subject areas. For example, in language arts, students receive lessons in Native American cultural pride, journal writing about feelings and emotions, making choices, dealing with others in positive ways, and being examples for smaller children.

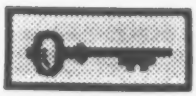
Part of the curriculum is a unique clowning program in which trained high school students travel to K-3 schools, community groups, and local and statewide events. Clowns act as liaisons between the school and the community and reinforce classroom lessons. Clowns are also positive role models for middle school students.

Support groups are available for a wide range of needs: general support, death and loss, relationships, children of divorce, new students, Alateen, "tough boys," and "social victims" (students who are generally picked on).

Support for middle school students continues with programs such as "Exploratories," classes that are taught weekly by community volunteers for one and a half hours. Topics range from Blackfeet culture and modeling to candy making and fly tying. "Ghost Out" is an annual event in recognition of those who die from drug- and alcohol-related accidents. Students paint their faces white and use arm bands to increase awareness of youth killed as a result of substance use.

Community Alliances: Every community organization and governmental agency in Browning is part of the school and community task force. Law enforcement officers play a key role in cooperative parent education classes, Red Ribbon Campaigns, D.A.R.E., and policy review committee. Business leaders volunteer regularly, and have become local "celebrities" as positive role models. Community-sponsored drug-free dances are open to people of all ages, and various family-support classes are offered.

Success Indictors: Data is collected through surveys and statistics on participation in program activities and support services. These indicate a smaller percentage of chemical use, more parent involvement, more student self-referrals, and an increase in community-wide family activities. The district dropout rate also has been lowered.



Key to Success: Gwen Brott, the district drug and alcohol coordinator, says that "good communication, appropriate curricula, staff training opportunities, and networking within a community framework" all contribute to Browning's successful efforts. The ability to revise and change when necessary is also critical, Brott says.

Extensive SAP utilizes training and youth to expand in large county

PROGRAM **Washoe County School District Substance Abuse Program**

CONTACT

Susan G. Doctor, Coordinator
Substance Abuse Program
Washoe County School District
14101 Old Virginia Road
Reno, Nevada 89511
(702) 851-5640, ext. 262

AUDIENCE Students K-12

OVERVIEW

Washoe County, the second largest in Nevada, claims Reno as its major city. This comprehensive ***Substance Abuse Program*** *began in 1974. It has grown to include five major components: prevention curriculum; student assistance programming; training for school staff, students, and parents; regulations/policy; and special events/activities. There are many opportunities for youth involvement as both planners and advisors. A student advisory committee meets with the Nevada Legislature, and student prevention teams plan local school activities. An elementary student assistant program will be implemented district-wide 1991-92.*

COMPONENTS

Planning: Student use surveys for grades six, eight, 10, and 12 have been used as assessments. Reported usage is the greatest for alcohol and tobacco.

Doctor has both adult and student advisory boards that assist as planning committees. Community alliances are represented on the adult board with 20 members from WCSD; adolescent treatment, law enforcement, and medical agencies; service organizations; University of Nevada at Reno; private schools; and the ministry. The 16-member student board has two students from each of the eight high schools. Doctor and members of the planning committees have received numerous trainings, some from the Western Regional Center, in comprehensive programming.

Program Description: Curriculum: Here's Looking At You, 2000 is taught K-12 with the exception of grade six,

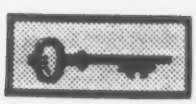
when D.A.R.E. is presented. SAPs utilizing the CORE Team model were implemented in secondary schools in 1987. There are numerous in-school support groups, including Insight, AA, NA, and Concerned Others. Child protection teams representing community resources are part of the SAP. Elementary SAPs will be in place district-wide in 1991-92.

Training: Doctor provides ongoing alcohol/drug prevention training to staff, students, and parents. All 70 schools have received five-day trainings to develop appropriate action plans in each building. Every three years, action plan rewrite trainings occur. Student and parent action teams are provided with two-day trainings and team expansion, CORE Team expansion and advanced trainings are also made available.

Regulation/Policy: Comprehensive drug and alcohol policies have been written. Offenders are referred to the **Substance Abuse Program** and tracked through appropriate referrals depending on offense. School suspension may be waived by participation in intervention programs. Examples of special events and activities include: I am Lovable and Capable Week (IALAC), Red Ribbon Week, and prom night activities.

Success Indicators: Valid data on student use of alcohol and other drugs will be available in fall 1991. Process evaluation of individual program components show positive "informal indicators."

Obstacles: In addition to some resistance, due to denial or territorial issues, Doctor mentions time as a frustration. "We are large," she says, "and the cooperation has been so inclusive that I sometimes have difficulty meeting requests." She adds, however, that "this can hardly be seen as an obstacle!"



Key to Success: Doctor points to several "keys": the student prevention teams; the child protection teams; regular meetings with district special service providers; continual updated training on issues such as drug-affected children; and her bartering for inspirational speakers who come and "rev up those of us out here on the firing line."

A comprehensive program gets more so with community support

PROGRAM **Churchill County School District**
Drug-Free Schools and Communities Program

CONTACT
Dr. Bonnie G. Carter
Coordinator, DFSC Program
Churchill County School District
545 East Richards Street
Fallon, Nevada 89406
(702) 423-6955

AUDIENCE Students K-12; community members

OVERVIEW

The population in Churchill County is just over 20,000, with the school district serving approximately 3,400 students in grades K-12. Fallon, the single population center in the the county, is 63 miles southeast of Reno. Native American, Hispanic, and Asian students are part of the student population.

Since 1987, a core group of determined citizens has worked to implement a comprehensive program full of prevention and intervention components, ranging from in-school activities to a variety of after-school and summer programs. Carter, chairman of the committee, continues to be "amazed" at the dedication of the members. She says, "The committee seems to have a life of its own--it's changing and growing all the time."

COMPONENTS

Planning: Interviews with school staff and community members and a review of currently available resources and programs confirmed the need for a comprehensive approach. A statewide student use survey in fall 1989 further confirmed the need for this approach.

The **Churchill County Drug-Free Schools and Communities** Committee reflects the diversity of the community. In addition to school and mental health personnel, it includes representatives from religious, civic, and business organizations, the Fallon Paiute Shoshone Tribe and U.S. Indian Health Service, many parents, and

Parks and Recreation Department employees. The committee believes in training: members have received extensive training from the Western Regional Center, have attended the National Association of Parks and Recreation conferences, and participate in many other state and local prevention/intervention trainings.

Program Description: A K-12 prevention curriculum has been developed by district staff and is supplemented by D.A.R.E. in grades six and eight. A Natural Helpers program is at the junior high and high schools. Various community groups sponsor awareness contests throughout the year. Intervention activities include in-school support groups and special at-risk programs. One such program, the At-Risk Student Summer Project, will provide instruction for 45 students in a daily five-week academic and job opportunity assistance program. The community also offers after-school SumFun, and School's Out Clubs through the Parks and Recreation Department.

Community Alliances: Besides active participation as program planners and providing funds for many of Churchill's activities, the **DFSC** program publishes a community newsletter, offers various parenting curricula, sponsors the senior party, and holds an annual family fun day that drew more than 2,000 people to the last "Day On the Green."

Success Indicators: The school district is currently working with Western Regional Center to design and implement a comprehensive evaluation process for the program.

Key to Success: Carter points to the "genuine interaction and collaboration" between the district and community group. "We always meet on 'neutral ground,' not on school turf, and we always have a printed agenda." She adds that the committee acts as a "support group" for members and "this helps us build active collaboration."

Providing extra focus for fourth- and fifth-graders and parents

PROGRAM **Drug Education-3 C's: Care, Competence, Coping** *1989-90 U.S. Department of Education Drug-Free School Recognition Program*

CONTACT
Charles F. Nakvasil, Principal
Alameda Elementary School
2732 N.E. Fremont
Portland, Oregon 97212
(503) 288-6036

AUDIENCE Elementary K-5 students

OVERVIEW

Alameda, the largest of 61 Portland elementary schools, serves 796 inner-city K-5 students from a diverse socioeconomic community. In addition to the U.S. Department of Education's Drug-Free Schools Recognition award, the comprehensive, integrated program at Alameda was also featured on an ABC-TV Peter Jennings special on drugs.

Working with strong leadership from administration and a very supportive staff, the Alameda program offers students both life skills and drug education curricula in a variety of settings. A clear no-use policy is evaluated on a yearly basis. Strong community and parental support solidify and expand school-based efforts.

COMPONENTS

Planning: As part of the Portland School District Alcohol and Drug Program, Alameda conducted both formal and informal needs assessments on staff and students. An Alameda parent/community group called Grant-Area Free From Drug Abuse (GAFFDA) was the first such parent group in the district to organize and provide prevention activities.

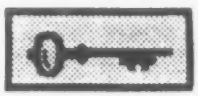
To coordinate and oversee Alameda's alcohol and other drug program the school organized a CARE team (Children At Risk in Elementary School). Team members are K-3 teachers, Drug and Alcohol Focus teachers for grades four and five, the child development specialist, curricular assistant, and the principal. Alameda staff have attended numerous prevention/intervention trainings.

Program Description: Alameda emphasizes the teaching of social skills, decision-making and coping skills, building self-esteem and providing accurate information. In the K-3 grades, students are given the "Here's Looking at You, 2000" program for three weeks. In grades four and five, a specially trained teacher presents a comprehensive seven-week course titled "Drug and Alcohol Focus."

OSSOM (Oregon Student Safety On the Move) Pipeline (see page 1.20, Section 1, Peer Programs), Refusal Skills, Preparing for the Drug-Free Years, "Just Say No" clubs (see page 1.4, Section 1, Peer Programs), Monday Morning Meetings, special-needs groups, Rally against Drugs and Alcohol Week, and the use of techniques from *Discipline with Love and Logic* further support the program.

Community Alliances: According to Alameda staff, parents played a dominant role in the school's program. GAFFDA provides a resource and film library, a speakers' list, publishes a community newsletter, and presents drug-awareness programs. Alameda parents produced the first Safe Home Project in the state for an elementary school. Alameda's community groups have been generous with resources and financial help. District police collaborate with city law enforcement to provide speakers and to coordinate activities.

Success Indicators: Various evaluative measures are in place at Alameda. These include parent surveys, teacher evaluations of the program, principal evaluations of teacher performances, and students referred for disciplinary reasons. A drug and alcohol follow-up survey is administered yearly to Alameda's feeder middle school. According to Alameda staff, results "clearly indicate the program has a positive impact on former students."



Key to Success: The key to the success of Alameda's program, says Principal Nakvasil, is the "excitement and dedication" of his teaching staff. He also credits the strong community and parental support, faculty serving as excellent adult role models, and programs such as student-conflict managers and "I'm Unique" to promote appropriate models of behavior

Combining prevention and learning styles to enhance self-esteem

PROGRAM

Waldport Drug and Alcohol Program
1988-89 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Dr. Kathy Rhoden Godinet, Principal
Waldport Elementary School
P.O. Box 830
Waldport, Oregon 97394
(503) 563-3237

AUDIENCE

Waldport Elementary serves over 470 children, grades K-5

OVERVIEW

Waldport Elementary School serves two small, rural towns on the central coast. The population is over 90 percent White, and many of the students live in isolated mountain communities.

The comprehensive prevention program at Waldport is based on the philosophy of providing instructional strategies specifically designed to meet the unique learning style needs of all children. A clear, consistent no-use policy, prevention curriculum, rotating enrichment activities, interagency CORE group, and participation in a county alcohol and other drug task force all contribute to prevention efforts at Waldport.

COMPONENTS

Planning: Data from middle school and high school alcohol and other drug use surveys, combined with the possession of an illegal substance by a Waldport third-grader, led to the formation of a drug and alcohol committee that began planning and implementing the Waldport program.

Believing that low self-concept is linked with alcohol and other drug use by children, the school staff researched the relationship between learning styles instruction, self-concept, and academic achievement. The entire Waldport staff is now in the fourth year of combining multimodal learning strategies with other prevention strategies.

Program Description: In addition to a commercially produced prevention curriculum in each grade, healthy choices are promoted through enrichment activities. These

vary from year to year and include: Walking Wellness, Storytelling Club, mini-courses in sign language and snack preparation, a middle school clowns cross-age teaching program, wellness fairs, and "Just Say No" march to the capitol. There are also Just Say No and OSSOM (Oregon Student Safety on the Move) Pipeline clubs on campus (see pages 1.4 and 1.20, Section 1, Peer Programs).

Community Alliances: In 1985 Waldport implemented an interagency CORE group comprised of service agency, school, and police representatives who meet monthly to identify, assess, and develop strategies for children and families in need.

Success Indicators: Godinet reports a drug-free campus and positive, supportive feedback from the community regarding education and and healthy alternatives. Evaluative tests indicate gains are being made in self-concept.

Key to Success: Dr. Godinet believes a special strategy in the effectiveness of the Waldport program is the recent formation of the South County Drug and Alcohol Task Force. The task force includes the following subcommittees:

- Healthy Alternatives for Youth
- Oregon Together! (see page 3.20, Section 3, Community Partnerships)
- Employee Assistance Plans
- The President's Prevention of Abuse for the Elderly

The task force continues to network county-wide resources and services and is helping to build additional community support for the school's drug and alcohol activities.

Get everyone involved in rural settings

PROGRAM **Rural Prevention Program**

CONTACT

Patti Kelly
Student Assistance Coordinator
Methow Valley School District
P.O.Box 126
Twisp, Washington 98856
(5009) 996-3237

AUDIENCE Students, grades K-12

OVERVIEW *Twisp is a rural Washington community located in north central Okanogan County. The Twisp student assistance program is a school/community-based program operating with federal, state, district, and community funds.*

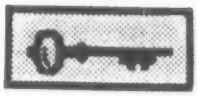
COMPONENTS ***Planning:*** Student and staff surveys showed high percentages of substance abuse by students as well as a higher than average level of violence and teen suicide.

Prior to program implementation in 1985, the only Twisp prevention/intervention components were a high school CORE Team and a K-12 prevention curriculum. The program was developed as a master's project for two Twisp teachers.

Program Description: The Twisp program has several components. Prevention curricula includes Telesis That's Life (K-12); Here's Looking At You II (K-12); D.A.R.E. (grade 5) and Operation AWARE (grade 6). There are ROPES courses (grades six-12), Student S.C.A.L.E. groups (nine-12), special issues symposiums (five-eight), support groups (K-8), and CORE Teams (K-12). Parents can choose from two courses: TIES (preschool-grade four) and Preparing for the Drug Free Years (grades four-eight).

Community Alliances: Kelley states that many community agencies and organizations support the Twisp

program. Twisp is a ***TOGETHER!*** trained community (See page 3.26, Section 3, Community Partnerships) and has received a five-year commitment to program support.



Key to Success: Patti Kelley says that patience, team building, and administrative buy-in are critical. She adds that community collaboration, risk-focused prevention strategies, and developmental parenting classes have also contributed to Twisp's success.

Teamwork makes a difference

PROGRAM

Stevens Middle School

1990-91 U.S. Department of Education Drug-Free School Recognition Program

CONTACT

Jim Widsteen
1139 West 14th
Port Angeles, Washington 98362
(206) 452-3825

AUDIENCE

Junior high school students, grades six to eight

OVERVIEW

Port Angeles is a small town on the northwestern coast of the Olympic Peninsula, whose economy is fragile because of declines in the fishing and timber industries. Port Angeles ranks high in statewide surveys for chronic health, suicide, and alcohol-related problems.

Convinced that community health is an "adult problem with adult solutions," the staff at Stevens Middle School is working with community task forces and district personnel to actively participate in the process of community recovery. A comprehensive intervention team approach is the heart of the Stevens program.

COMPONENTS

Planning: District surveys showed that 80 percent of Port Angeles seniors consume alcohol. Various task forces from ESD 114 and the Port Angeles School District resulted in the formation of the Stevens Building Drug and Alcohol Team (BDAT). From the formation of BDAT in 1985, the Stevens staff has aggressively planned a comprehensive student assistance program (SAP) to augment the district health curriculum.

Program description: In the district health curriculum students receive three weeks of awareness instruction each semester regarding drugs, cancer, AIDS, suicide, eating disorders, and first aid.

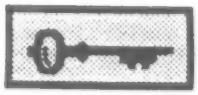
The SAP targets six groups. Referrals are made by trained teachers and students who self-refer for a variety of services.

In addition to counseling, there are self-esteem workshops, and groups for Natural Helpers, children of alcoholics , interpersonal skills (affected others), and Insight.

A student recognition program gives out awards in over 50 categories. Student drug-free activities range from participation in the Debbie Armstrong "Challenge," "Yes to Youth-No To Drugs" community program, and SAFTYE (Stop Auto Fatalities Through Youth Efforts). All these programs promote heathy lifestyles. A "Miss School, Miss Out" school attendance program has resulted in daily attendances averaging over 92 percent.

Community Alliances: The 40-member Port Angeles Community Drug and Alcohol Task Force contributed to the revision of the health curriculum and provides speakers, financial support, and resources to the Stevens program. A community-wide Parent Action Team sponsors drug-free youth activities and a parent network. Students present information to the City Council and parent classes. A PRIDE grant provides funds for "Parent-to-Parent" workshops.

Success Indicators: District-wide surveys show that fifth- and seventh-grade students are delaying alcohol and other drug use by significant percentages. A Natural Helpers survey on "Major Student Concerns" shows "depression" dropping from second place in 1988 to sixth place in 1990. Principal Widsteen attributes this drop largely to "a school in recovery where students and staff talk, trust, and feel."



Key to Success: The staff at Stevens clearly works as a team to not only implement the student assistance program, but to model appropriate and healthy adult behavior. Every Friday afternoon the faculty gathers for 15 minutes of "positive sharing" to reflect the week. Principal Widsteen seems to sum up the feeling of the staff when he states: "Our team approach has contributed to our successes at Stevens. Together, we are making it happen instead of letting it happen."

SECTION 6

County, State Initiatives

COUNTY and STATE INITIATIVES

Legislation in many counties and states has provided increased programming opportunities for schools and communities. These initiatives are making possible electronic networking, comprehensive parenting programs, regional collaboration, and the production of culturally appropriate materials.

Consortia of county schools are ensuring that prevention curriculum, student assistance programs, and staff development opportunities are available to wider audiences that are often geographically isolated from one another. All initiatives are examples of counties and states working collaboratively to help the local education agencies in prevention efforts.

Electronic bulletin board offers network of resources

PRACTICE **Computerized Communication System: Your Electronic Solution**

CONTACT
Virginia Brady, Coordinator
Orange County Department of Education (OCDE)
200 Kalmus Drive
Costa Mesa, California 92628-9050
(714) 966-4307

AUDIENCE Schools, law enforcement, prevention agencies, community groups, and businesses.

OVERVIEW ***Computerized Communication System,*** *or* ***CCS,*** *is an electronic bulletin board that offers a variety of communication and support services to users. With a modem, software, and a telephone line, users can access a wide variety of prevention information.*

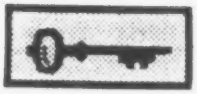
COMPONENTS ***Planning:*** Orange County Department of Education surveyed various interagency programs and personnel as well as a state curriculum task force on school safety and determined a need for better communications through technology. Working with OCDE staff on the project for over two years, Brady has refined the electronic bulletin board to the current functions.

Description: Users may send and receive mail electronically and exchange documents and software across the state. Written documents, edited documents, surveys, and registration forms can be returned to OCDE offices immediately. **CCS** software is available for both Macintosh and IBM/PC formats.

CCS also provides instant access to catalogued information about alcohol, tobacco, drug and gang violence curricula, audio-visual materials, and community resources. **CCS** maintains up-to-date bulletins and calendars of events, trainings, and conferences.

The service is available 24 hours a day, seven days a week. If needed, formal classes are scheduled on a monthly basis for interested users.

Community Alliances: Various statewide agencies act as CCS advisory groups. A wide variety of agencies and organizations post community prevention efforts on the board and network through the service. Resources and information are requested from government, private companies, law enforcement, business, and the community at large.



Key to Success: In addition to giving users the ability to network and access current prevention information instantly, Brady feels CCS encourages the "exploration of innovative applications."

Combining resources to implement programs

PROGRAM **Kern County Substance Abuse Prevention Consortium**

CONTACT Pat Alexander, Consortium Coordinator
5801 Sundale Avenue
Bakersfield, California 93309
(805) 398-3757

AUDIENCE 37 county school districts

OVERVIEW *The **Kern County Substance Abuse Prevention Consortium** is comprised of 37 school districts from all geographical regions of Kern County. Districts range from rural to urban to mixed. The consortium is in response to California state funds designed for comprehensive substance abuse programs. Due to the small size of many Kern County districts, consortium members feel their ability to provide high-quality programs is enhanced by combining resources and efforts.*

COMPONENTS ***Planning:*** The planning team was composed of administrative representatives from each participating district. This group reviewed and approved all curriculum materials, programs, and expenditures. A coordinator was hired to administer these program which began in January 1990.

Program Description: Training, materials, and support are provided for the following programs: student assistance program CORE Team training; Lions-Quest International Skills for Growing and Skills for Adolescence curriculum; D.A.R.E.; truancy reduction program (two full-time probation officers work with consortium school families); positive alternatives (student leadership conferences, summer camps, etc.); and policy development.

Ongoing training is done first on an awareness level for all district-level administrators and then in more depth for those directly responsible for implementation. Topics have included risk-focused prevention, parent education, and

community mobilization. The Western Regional Center has provided all the student assistance CORE Team training as well as SAP awareness for administrators.

Community Alliances: Many public and private organizations and agencies support consortium efforts through referral sources for SAP teams, parent education programs, and participation in community task forces.

Success Indicators: The focus to date has been on awareness and staff development. An evaluation component is planned for the next round of funding.

Obstacles: Alexander states it is important "to take time to 'talk out' the common good concept of consortiums. When one party contributes a greater amount to the total budget than another party, it is important to work out fair-share issues."

Key to Success: Alexander believes the commitment to risk-focused prevention, staff development, and to the institutionalizing of all prevention programs strengthens and enhances the work of the consortium.

One process designed to promote partnerships

PRACTICE **Drug, Alcohol and Tobacco Education (DATE)**

CONTACT

Robert Ryan, Administrator
Office of Healthy Kids, Healthy Californians
721 Capitol Mall, P.O. Box 944272
Sacramento, California 94244-2720
(916) 322-4018

AUDIENCE School district **DATE** coordinators, county offices of education, California Department of Education, California Office of Criminal Justice Planning, California Department of Alcohol and Drugs, and California Department of Health Services

OVERVIEW

*The **DATE** application process provides a framework for school districts to plan comprehensive, coordinated prevention education programs utilizing several sources of categorical funding. This eliminates the need for multiple applications submitted to different state agencies. This consolidation is designed to encourage both comprehensiveness and collaboration at state and local levels.*

The application asks districts to focus on risk-factor reduction and promotion of protective factors when planning prevention programs. Program objectives and activities are required in the following areas: planning, policy, curriculum, staff inservice, parent involvement, intervention , community involvement, positive student alternatives, recreation and social development, and evaluation.

COMPONENTS

Planning: Prior to 1990-91, school districts were required to submit separate applications for categorical funding to each state agency. In an effort to reduce duplicative work, California state agency personnel collaborated to develop one application (**DATE**) to meet the needs of all agencies.

Description: The **DATE** application is distributed to the state's county offices of education who, in turn, distribute them to school districts. District drug and alcohol

coordinators complete the application and submit it to the the county office of education for review and approval. Ultimately, county offices of education submit all applications to the California Department of Education.

Key to Success: This combined effort has accomplished two important goals: (1) it has initiated a collaborative effort at the state levels that will help make the most of available resources for drug, alcohol, and tobacco prevention; and (2) it has paved the way for streamlining and reduced duplication of effort at the state, county, and local levels.

Partnership promotes culturally appropriate materials

PROGRAM **Native Hawaiian Drug-Free Schools/Communities Program**

CONTACT
Terry Kelly, Director
NHDFSCP
1850 Makuakane Street, Bldg. B
Honolulu, Hawaii 96817
(808) 842-5802

AUDIENCE Native Hawaiian youth

OVERVIEW

*The **Native Hawaiian Drug-Free Schools and Communities Program (NHDFSCP)** was started in 1987 to develop models of culturally appropriate substance abuse prevention/education activities for the over 38,000 Hawaiian or part Hawaiian public school students. Since that time numerous materials have been produced that are being used by other Native American and Pacific Basin communities. Endorsing an interagency approach, the **NHDFSCP** is considered one of the main resources in the state in developing culturally sensitive training, curricula, and community programs for Native Hawaiians.*

COMPONENTS

Planning: **NHDFSCP** is operated by the Kamehameha Schools/Bishop Estate with assistance from the Hawaii Department of Education. Needs assessments have been a major component of the program since the beginning. A student survey conducted statewide in 1987 by Northwest Regional Educational Laboratory (NWREL) showed that Hawaiian students ranked first among the state's many ethnic groups in alcohol and other drug use.

Other assessments including surveys, focus groups, and conferences were conducted with students, community members, school staff, and parents. Findings confirmed a need for culturally sensitive student materials in addition to teacher materials that provide training in the Hawaiian culture.

Program Description: There are many components to the **NHDFSCP** program: (1) needs assessment; (2) program development; (3) dissemination; (4) coordination and outreach; and (5) evaluation and administration. A staff of

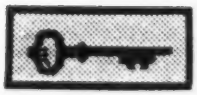
16 administers the program from two offices. Student surveys are conducted by NWREL every two years. At the pilot-based Nanakuli School Complex more than 100 teachers, counselors, and administrative staff have been trained in adapting the Here's Looking At You, 2000 curricula to Native Hawaiian culture and in developing a culturally sensitive student assistance program. Among the materials developed to date are the "Nanakuli High" and "Drug TV Music Videos"; the "Lokahi Wheel," which teaches the Hawaiian concept of "lokahi" in a prevention context; an educational comic book; and three resource directories.

Various adult and youth conferences and training institutes have been held, and the program has also provided technical assistance throughout the state and the Pacific Basin.

Community Alliances: Part of the **NHDFSCP** evaluation plan is to assess the project impact on the other agencies that deal most directly with Hawaiian students. To this end there has been intensive coordination and joint program implementation with other human service agencies, civic and community groups, and the private sector. **NHDFSCP** works with parent groups through the schools.

Success Indicators: Extensive program evaluation by an outside evaluator confirms that the program was effective with students, families, and communities in their efforts to reduce substance abuse among Native Hawaiians. The evaluation found that: drug use among youth declined between 1987 and 1989; community, parent, and school groups utilized **NHDFSCP** trainings to improve services; and student assistance programs served increasing numbers of Native Hawaiian youth.

Obstacles: Kelly states "perhaps the most significant lesson learned from the interactions with school personnel was that external staff cannot simply arrive at a school and be effective." For many services, **NHDFSCP** contracted with the DOE and the schools themselves.



Key to Success: Program staff learned quickly that each school had different needs, priorities, and interests in developing and/or utilizing culturally specific materials. Needs assessments of these unique styles have allowed **NHDFSCP** staff to develop centralized services that can be adapted to individual schools.

Collaborative state program provides services to isolated communities

PROGRAM **Rural/Small Schools and Communities Drug-Free Program**

CONTACT

Claudette Morton, Ed.D., Director
Rural Education Center
Western Montana College
University of Montana
710 South Atlantic
Dillon, Montana 59725
(406) 683-7121

OVERVIEW

*The **Montana Rural/Small Schools and Communities Drug-Free Program** is a collaborative statewide program targeting those schools, which, because of their small student population and/or isolation, do not directly participate in the Montana Drug-Free Schools and Communities grant activities through the state education agency. These include approximately 200 elementary schools and 100 small high schools throughout Montana.*

The program provides trained facilitators who offer technical assistance, inservice, curriculum development, and resources in drug education, prevention, and intervention services.

COMPONENTS

Planning: An assessment survey of local, regional, and state prevention specialists identified the lack of drug education services for rural, often isolated schools and communities.

With a grant from the Department of Education, Dr. Lee Spuhler, director of field experiences, Western Montana College, began the program in 1989. Program field facilitators and Western Montana College staff have received three trainings from the Western Regional Center in planning and implementing comprehensive prevention programs. Program staff continue to attend state and regional training workshops.

Program Description: The overall goals of the program are the development, delivery, and dissemination of both inservice and curriculum programs appropriate for rural schools. Many of these goals are accomplished via the computer networks schools use because of their geographic isolation.

Over 50 workshops have been presented throughout the state by 19 facilitators. Many facilitators continue to network with local schools via computer. A comprehensive K-12 telecommunications curriculum called Visions is available through the program (see page 7.10, Section 7, Curriculum Development). Curriculum infusion components for music, drama, and art soon will be added. Annotated bibliographies of available program resources are on the college computer network as well.

Community Alliances: Representatives from alcohol/drug treatment groups, civic groups, juvenile justice, law enforcement, parent organizations, religious organizations, and social service agencies share both resources and act as advisory council members and program facilitators.

Success Indicators: Process evaluations have indicated more awareness of the program and more demand for services.

Key to Success: Morton feels the combination of computer linkages for both curriculum and technical assistance, coupled with trained field facilitators, has greatly helped rural communities access prevention services and resources. She states, "Montana is often called the small community with long streets. This program is helping to bring about long-term lifestyle changes for all Montanans in regard to tobacco, alcohol, and drug use."

Statewide network promotes family support for all cultures

PROGRAM **Parenting IS Prevention**

CONTACT

Drew Betz, Program Coordinator
Parenting IS Prevention Program
4405 7th Avenue, Suite 300
Lacey, Washington 98503
(206) 438-1100

AUDIENCE Washington state families

OVERVIEW

*The **Parenting IS Prevention** Program is a statewide initiative sponsored by the Washington Division of Alcohol and Substance Abuse (DASA). The primary purpose is to provide technical assistance, training, and leadership to use parenting education as a strategy to prevent alcohol and other drug abuse in Washington state. A state plan has been developed and is being used to guide the work.*

***Parenting IS Prevention** is committed to making culturally specific parent training available across the state of Washington. Three culturally specific training programs--Los Ninos Bien Educados, Effective Black Parenting, and Positive Indian Parenting--are provided in a training-of-trainers format.*

COMPONENTS

Planning: The project began in 1989 following attendance at a regional workshop on Parenting As Prevention sponsored by the Federal Office of Substance Abuse Prevention (OSAP). A statewide parenting education steering committee was formed by DASA prevention staff. The Community Action Council of Lewis, Mason, and Thurston Counties was selected in a competitive process as the coordinating agency. The program began in fall 1989.

A needs assessment was conducted with all Washington county prevention specialists and county drug/alcohol coordinators. Mobilizing parents, training on parenting curricula with emphasis on cultural relevance, and information on resources were identified as areas of need.

Program Description: **Parenting IS Prevention** has three main components: (1) technical assistance, available to counties and communities through their drug and alcohol departments; (2) training, in culturally specific parent training approaches (Los Ninos Bien Educados, Effective Black Parenting, Positive Indian Parenting, and work-in-progress Asian-American materials), in methods appropriate for hard-to-reach parents, and in special topics as requested; and (3) materials development such as a four-part parenting video based on "Growing Up Again" by Clarke and Dawson broadcasted via PBS stations during spring 1991 with accompanying training materials.

Community Alliances: Program staff collaborate whenever possible with existing family and prevention networks. Groups sponsor representatives to act as trainers in the curricula and also participate in the statewide steering committee. Program staff are also developing parent education specialists in the state.

Success Indicators: Data from prevention specialists, quarterly reports from parenting curriculum trainers, workshop evaluations, and records of site visits show increasing numbers of participants and increased numbers of programs being implemented at the local level.

Obstacles: Betz offers this advice: "Do a very careful job at first of selling 'first-generation prevention specialists' on the continuum of parent education services and the need to implement a variety of strategies."

Key to Success: Betz sites many. They include: allowing local communities and/or counties to decide if they want to use a parenting education strategy and then offering support in their choice; giving each county a small amount of money ($1,000 each) to purchase materials and resources to support parent education; and personal visits by the program coordinator to each county to determine needs. "I think the key to successful parent programs," says Betz, "is to facilitate parent education at many settings and for parents with all ages of children and of all cultures."

Statewide prevention network for Washington counties

PRACTICE **Quarterly County Prevention Meetings**

CONTACT Michael Langer, Prevention Coordinator
Washington State Division of Alcohol & Substance Abuse (DASA)
Mailstop OB-21W
Olympia, Washington
(206) 753-4240

AUDIENCE Statewide county prevention specialists

OVERVIEW *The Division of Alcohol & Substance Abuse contracts with 35 county governments to plan, implement, and evaluate comprehensive prevention programs at the local community level in each of the 39 counties in Washington state. Each of the contracted counties employs a county prevention specialist to coordinate prevention services.*

The ***Quarterly Prevention Networking Meetings*** are held at rotating sites for one day each in both Western and Eastern Washington. Prevention specialists receive current federal and state information, listen to guest speakers give overview presentations on strategies, and share information via individual county oral reports.

DASA also facilitates an annual county Prevention Training Institute held in Central Washington and provides biweekly mailing updates to all prevention specialists.

Washington state targets SAPS and school security

LEGISLATION **Washington State Omnibus Alcohol and Controlled Substance Act (E2SHB 1793)**

CONTACT

Carol R. Strong, Supervisor
Substance Abuse Prevention/Intervention Program
Office of Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, Washington 98504-3211
(206) 753-3864

AUDIENCE Washington K-12 schools

OVERVIEW *The **1989 Omnibus Alcohol and Controlled Substances Act** provides funding in two areas: (1) prevention and intervention services; and (2) enhancement of school security. These funds are distributed to school districts by the Office of Superintendent of Public Instruction via a grant process.*

For the first area, the legislative intent is to fund 80 percent of local school district and/or consortia projects to establish, expand, or enhance programs and activities dedicated to prevention and intervention services, especially comprehensive student assistance programs. Financial assistance is targeted to those schools with the highest concentration of at-risk students, with special emphasis on grades five through nine. Funds are provided for the services of a substance abuse intervention specialist or appropriately trained school personnel.

The second area provides funds to begin or enhance secondary school-based security programs during school hours and/or events.

SECTION 7

Curriculum Development
Staff Development

CURRICULUM AND STAFF DEVELOPMENT

The U.S. Department of Education, in its *Drug Prevention Curriculum Guide*, has argued that a comprehensive curriculum is the cornerstone of school-based prevention. Some schools in the Western region have developed programs and materials to complement their existing programs. Often, these materials fill a void in a particular area, for instance tobacco prevention, where other materials or curricula were hard to find. Sometimes districts will make the decision to develop materials that are infused into the school curriculum so that prevention education isn't just a once-a-week, six weeks a year endeavor. The programs described in this section will provide you with some examples of district-produced programs.

A staff training program is also described in this section.

Cadre of trained teachers at every school site

PROGRAM **Drug-Free Schools and Communities Training**

CONTACT

Fred Kimbrel, Coordinator
Office of Drug/Gang Suppression
Long Beach Unified School District
125 E. 8th Street, Suite 300
Long Beach, California 90813
(213) 432-6005

AUDIENCE Middle school and high school teachers

OVERVIEW

This program is an ongoing cooperative program between the Long Beach Unified School District, the city of Long Beach, and many community-based organizations. Operating with Drug-Free Schools and Communities training funds, the project provides training to a core group of educational personnel from 14 middle schools, five high schools, and one continuation school.

The intent of the program is to create a cadre of trained personnel who will be active in campus prevention and intervention efforts and help complete a proposal for a district-wide onsite counseling program for students and parents. Over 50 volunteer teachers and other education support personnel are participating in 1990-91 training.

COMPONENTS

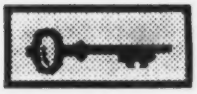
Planning: Site personnel surveys revealed a need for staff training in substance abuse prevention. The program began in September 1989. The program was proposed by special projects personnel working with the district offices of Drug/Gang Suppression and Drug, Alcohol and Tobacco Education.

Program Description: Each of the 20 school sites has a trained drug intervention counselor who heads a team of volunteer district staff who have committed to indepth training in prevention/intervention skills. Fifty people are participating in the program in 1990-91.

Over 50 hours of training is provided at sites ranging from local hospitals, hotel conference rooms, and schools. Topics include: a school team approach to chemical dependency; crisis intervention/self-esteem/drug recognition; peer concepts and programs; and practical applications for at-risk adolescents. Local practitioners and experts provide the trainings. Teachers also attend conferences and workshops provided by the Western Regional Center.

Community Alliances: The training coordinator meets on a regular basis with many community, law enforcement, and government agencies to network and exchange strategies. The program works extensively with the California and National Peer Helping Associations.

Success Indicators: Kimbrel collects monthly reports from the site counselors. These reports and district statistics show "substance abuse in the city of Long Beach is on a decline."



Key to Success: Kimbrel believes the unique aspect of the program is the creation of trained drug intervention counselors who work with other skilled personnel at every secondary school site in Long Beach.

Guidance resource materials for stress management

PROGRAM **Irvine Guidance Resources**

CONTACT

Christine Honeyman
Ann Marie Simmons
Irvine Unified School District
5050 Barranca Parkway
Irvine, California 92714
(714) 552-4882

AUDIENCE Students, grades K-12

OVERVIEW *A component of a comprehensive district program, the **Irvine Guidance Resources** materials are integrated into existing prevention and intervention activities. Developed by district personnel, the STAGES, GOAL, STAR and PLUS curricula promote the development of social skills and the understanding and management of stressful times. The materials have been used successfully in other settings such as juvenile courts, schools, psychiatric hospitals, and churches.*

COMPONENTS ***Planning:*** District teachers were surveyed in 1980-82 to assess what was needed to improve student behavior and academics. Identified needs were techniques to help students learn social skills and stress management. During these two years a planning team of school psychologists, counselors, and teachers researched and developed the **Guidance Resources.** Planners had extensive training and have participated in numerous Western Regional Center workshops.

Program Description: The various multimedia curricula are integrated into health or student advisement classes at K-12 grade levels. In the elementary grades K-6, 10 lessons are provided. In middle schools, grades seven and eight, 15 lessons comnprise the curriculum. At the high school level, there are 10 lessons.

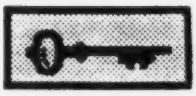
Guidance Resources are also used in small student assistance support groups at the K-12 levels. Groups last

eight to 10 weeks and use the STAGES and GOAL/STAR/PLUS materials extensively. STAGES, Education for Students in Transition, has both elementary and middle school components. The materials are used for students coping with major life changes and experiencing anger, depression, acting-out behavior, and drug use due to parents' divorce, death, or other trauma.

The GOAL (Guidance Opportunities for Affective Learning), STAR (Social Thinking and Reasoning), and PLUS (Promoting Learning and Understanding of Self) materials are used for passive or aggressive students who lack self-esteem and/or are not doing well in school.

Community Alliances: Many community agencies and organizations are using **Guidance Resources** in their programs. The district prevention program integrates D.A.R.E. with STAR for sixth-graders. The staff is further aligned with community groups to promote Red Ribbon Week, Youth to Youth conferences (see page 1.28, Section 1, Peer Programs), and alcohol access studies.

Success Indicators: Comparison of risk factors to baseline and norm groups, pre/post assessment of self-esteem, peer relations, and risk factors, and process evaluations over six years on STAR students show "significant increases in achievement, lower reported drug use, and assertive behaviors. GOAL has exemplary status as a Title IVC Project for showing significant behavioral and academic gains. STAGES and PLUS have "similar significant findings for self-esteem, assertiveness, and academic performance."



Key to Success: **Guidance Resources** staff say their materials are unique because: (1) they respond to the needs of the teachers and students; (2) they are based on extensive research; and (3) because they are flexible and easily taught in a variety of settings. Staff report that the materials "really teach specific skills rather than just overviews," but they caution that users should "expect to commit a lot of energy and focus to be successful."

Who you gonna call for tobacco ed?

PROGRAM

Puff the Fresh Aire Dragon &
Dino the Dinosaur
Smoke Busters!

CONTACT

LeAnne Ravinale
Tobacco Education Coordinator
Pajaro Valley Unified School District (PVUSD)
Prevention & Student Assistance Program
P.O. Box 630
Watsonville, California 95077
(408) 728-6445

AUDIENCE

Puff and Dino: Students K-6
Smoke Busters: Students, grades seven through 12

OVERVIEW

*Watsonville, California, is a predominantly Hispanic community in Santa Cruz County. The **Puff the Fresh Aire Dragon Prevention Storytelling Program** and **Smoke Busters!** are two components of the district tobacco education program, which is part of the PVUSD comprehensive prevention and student assistance program. Puff, Dino, and the Smoke Busters! visit classrooms on a regular basis to help students learn more about cigarettes, chewing tobacco, and snuff. Kids love the presentations and so do their teachers.*

COMPONENTS

Planning: District teachers in prevention focus groups indicated the need for a program to enhance the district's prevention curriculum. Funding from California's Tobacco Tax Initiative enabled the program to begin in 1990. Development and piloting of the program involved teachers, health educators, and theater/storytelling consultants.

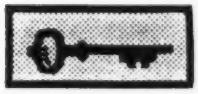
Program Description: **Puff and Dino**, his Spanish-speaking friend, perform in K-6 classrooms three times a week. The presentations include puppetry and cover health effects of tobacco use, addiction, advertising and promotion, refusal skills, "I" messages with family and peers, role playing and follow-up activities such as student-created plays and letter-writing campaigns to tobacco companies.

Smoke Busters! appearances by two white-coat clad males occur approximately once a week in seventh- through 12th-grade classrooms. Also bilingual, they cover the same topic areas as **Puff and Dino** but do so in a more slapstick way, in a parody of the "Ghost Busters!" movie. **Smoke Busters!** includes more information on second-hand smoke and has also produced a rap audio tape for use with the program.

Puff and Dino, and the two **Smoke Busters!** are three district tobacco-education specialists (Dino plays both roles). Other tobacco program services include intervention and cessation programs for district staff, students and parents, peer teaching, staff training, and materials development.

Community Alliances: Program outreach activities have included appearances at the county fair, Cinco de Mayo, and PTAs. The program participates with the American Heart Association, American Cancer Society, and the American Lung Association via the "Smoke-Free Class of 2000" program. The program also works with the Watsonville Firefighters Union in a no-smoking-in-the-home program and with the city police departments "Officer Friendly" school program.

Success Indicators: Teachers complete evaluation forms after each presentation. Coordinator Ravinale reports a heightened awareness by students, increased enrollment in cessation programs by parents, and continued requests for repeat performances.



Key to Success: Program planners believe mixing teaching with theater is "not only fun, but effective." Ravinale states, "Involving the audience, whether it be through comedy or role playing, and using images and characters the kids can relate to, enhances the effectiveness of programs such as these."

Boise tailors curriculum to their students and community

PROGRAM **Boise School District**
Curriculum Infusion Project

CONTACT
Linda L. McCloskey
Substance Abuse Prevention Specialist
TEAM-UP Program
502 Curling Drive
Boise, Idaho 83702
(208) 338-3551

AUDIENCE Students K-2

OVERVIEW

*The **Curriculum Infusion Project** is part of a comprehensive district-wide substance abuse program for the children in Boise public schools. Instead of purchasing a commercially available program, Boise district staff choose instead to develop a prevention and wellness curriculum specifically tailored to their students and their community.*

*The goal of the **Curriculum Infusion** component is to provide students with appropriate information and developmental experiences necessary to make responsible decisions. The project is being implemented in three cycles: (1) the K-2 materials have been completed; (2) the materials for grades three through six will be piloted in 1991-92; and (3) the materials for grades seven through 12 are in the developmental stage.*

COMPONENTS

Planning: A 1989 student use survey administered by Northwest Regional Educational Laboratory (NWREL) showed, among other things, that approximately 20 percent to 23 percent of students surveyed reported having consumed their first alcoholic beverage at age 10 or younger.

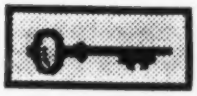
The survey helped McCloskey encourage the district and the community to look carefully at their prevention program, and the decision was made to develop, rather than purchase, a substance abuse curriculum.

In 1989 McCloskey gathered a team of administrators, teachers, coaches, nurses, school psychologists, community members, business representatives, and parents to form the development team.

This team was trained in substance abuse prevention modalities, and many participated in the Western Regional Center's workshop on selecting or developing a prevention curriculum. After training, the team wrote and then piloted the curriculum in six of Boise's 31 elementary schools. After summer revisions, the program was implemented district-wide. Teams changed with each of the grade-specific components.

Program Description: The K-12 curriculum contains approximately 10 lessons for each grade. The lessons are infused and integrated into language arts, social studies, mathematics, health, science, and art classes. The classroom teacher teaches the lessons throughout the academic year. Each grade-level component has a detailed scope and sequence chart as well as course goals and prevention objectives.

Course goals cover a broad spectrum. They include: information on mind-altering drugs and harmful household chemicals; information and practice on life skills such as peer-selection, relaxation techniques, decision making, and active listening; and identifying appropriate ways to help others.



Key to Success: While noting that a significant amount of inservice time was needed to train the curriculum writers, McCloskey believes that this knowledge, coupled with their familiarity with the students, the existing curriculum, and the district "helped make the lessons very pertinent to our community." McCloskey says, "Teacher feedback indicates the curriculum is 'user friendly' and it's well received by the students."

Computer-accessed curriculum provides over 800 lessons

PROGRAM **Visions-Telecommunications Curriculum**

CONTACT

Carl Knudsen, Superintendent
Saco Public Schools
Box 516
Saco, Montana 59261
(406) 527-3551

AUDIENCE K-12 students and teachers; parents, and community members

OVERVIEW ***Visions** is a K-12 self-contained drug awareness and prevention curriculum that is easily accessed via computer from any location that has a modem. The 800-plus individualized lessons are designed to be integrate into cross-content subject areas. A parent/community member manual and a regional speakers' bureau will soon supplement the curriculum.*

COMPONENTS ***Planning:*** In September 1989 Knudsen began working with 10 pilot schools in rural Montana to develop the curriculum. From the beginning it has been Knudsen's desire to disseminate the curriculum to as many people as possible. **Visions** is available through the Montana Rural Schools and Communities Drug-Free Program at Western Montana College and through EDUNET, a non-profit telecommunications network based in Helena. Potential users may contact Paul Dorrance, EDUNET (406) 442-0085, for an ID number.

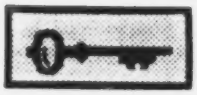
Program Description: Lower grade lessons focus on self-esteem. Middle school lessons combine social skills training with a more indepth understanding of substance abuse and addictions. At the high school level, decision making is approached from a counseling perspective. An extra curricular component is designed for coaches, sponsors, and other adults who work with youth.

It is recommended that the lessons be scheduled for use on a regular weekly basis. Individuals access the index of files

and select the lessons, information, and files desired. These are then electronically transferred to be shown on a projection panel or printed out for later use. Lessons are organized according to age and grade level. They also have a subject area recommendation to assist in cross-content applications. Software for both D.O.S. and Macintosh is available.

Success Indicators: **Visions** is currently being used in Idaho, Montana, Alaska, Wyoming, and North Dakota. Anyone using the system may also share an idea or lesson. The lessons have grown from an original 200 to over 800 in two years. Authors for the lessons come from California, Idaho, Montana, and Texas.

Obstacles: Knudsen believes a definite schedule must be implemented to encourage teachers to use the lessons. "Lacking a consistent schedule results in sporadic use," he cautions.



Key to Success: Knudsen believes that the sharing of information and strategies in ready-made units that are easy to use makes the project unique. "Teachers are encouraged to submit their favorite lessons concerning self-esteem, self-worth, and drug prevention. We are constantly adding to the collection. This keeps us current and interesting."

Culturally specific for Native American youth

PROGRAM **PRASE**

CONTACT

Gerald B. Miller
Program Director
Skokomish Indian Tribe
N 80 Tribal Center Road
Shelton, Washington 98584
(206) 426-4232

AUDIENCE At-risk Native Americans, ages 10 to 14

OVERVIEW

PRASE operates as a program of the Skokomish Indian Tribe. The program is currently funded by the Office of Substance Abuse Prevention (OSAP) for a three-year period to develop, field test, and implement effective substance abuse curriculum for high-risk Native American youth.

The project is in its first year. Curriculum previously developed for ages 3 to 7 is available upon request.

COMPONENTS

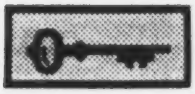
Program Description: **PRASE** began in September 1990. A team approach was used to develop curricula for ages 10-14 based on traditional Native American styles of teaching. Oral, written, and hands-on materials were developed. Stories incorporated in the curriculum use characters found in traditional Native American legends.

The curriculum is designed also to be used with other cultures.

In Year Two (1991-92) **PRASE** will field test curriculum and youth activities developed in Year One. Field testing will consist of teacher training, student pretesting and posttesting, curriculum presentation, and evaluation.

Community Alliances: **PRASE** is part of a long-term community plan in Mason County to make substance abuse prevention curriculum and substance-free activities

available to Native American youth both locally and nationally.



Key to Success: **The use of culturally specific styles of teaching are expected to make the curriculum materials relevant to the Native American culture.**

SECTION 8

Special Events
Annual Practices

SPECIAL EVENTS, ANNUAL PRACTICES

Schools and community groups often find that planning and implementing special or annual events work especially well to get students, families, and neighborhoods together. They are finding that strength in numbers can help overcome negative influences in any community.

Most communities have some type of annual celebration to bring together families, and for many, the definition of family is expanded to include village and tribe. For example, the Commonwealth of Northern Marianas Islands has captured this concept of extended families through the creation of three major task forces--youth, parents, and teachers. Each task force is trying to reach out to different segments to reduce substance abuse.

The events described in the following pages show examples from various cultures that bring people together to both remember their cultural heritage and to work as one toward the common goal of community wellness.

Banners, music, and dance

PRACTICE **Drug-Free Talent Show**

CONTACT

Helmer D. Mauga
Drug-Free Schools Program
Department of Education
American Samoa Government
Pago Pago, American Samoa 96799
(684) 699-1303

AUDIENCE High school students, parents, educators, and police officers

DESCRIPTION Local high schools participated in this event which was held on a Friday evening in February. The **Talent Show** was organized and coordinated under the Drug-Free Schools Program, Department of Education.

Held at the Federal Aviation Building in Tafuna, the event displayed a banner and posters created by the students. Music presentations were judged on originality, creativity, and drug-free messages. Awards and trophies were presented by Department of Education administrators.

Helmer Mauga says that the feedback on the **Talent Show** has been very positive and that both parents and students especially enjoyed the opportunity to be together. More than 650 people attended.

Parents spend the day at school

PRACTICE **Parent's Day**

CONTACT:
Vatau V. Neria
P.O. Box 1876
Pago, Pago
American Samoa 96799
(684) 644-4081

AUDIENCE Parents and children

DESCRIPTION **Parent's Day** was "one of the most successful programs ever implemented in our school," says Mrs. Neria. The goal of the day was to help parents become more involved in school activities and programs and also to educate about substance abuse.

Parents came to school for the day. Beginning at 7:30 a.m. with short ceremonies in classes, a minister from a local church remarked briefly on the dangers of drugs. Next, parents attended an orientation session presented by the Drug-Free Schools personnel. For the rest of the day parents attended classes, lunch, and special presentations of skits, songs, dances, and raps with their children.

Parent's Day was held very close to White Sunday, a very important and special day in Samoa. All teachers and students agreed to wear white to symbolize purity and freedom from drugs. Since the day, students have associated the color white with drug-free lives. "This was a day we will always remember," says Neria. "It was very new and very special."

A one-day event draws 1,600

PRACTICE **Wellness-Awareness Fair**

CONTACT

Karen L. Todorovich Paty
Student Assistance Program Coordinator
Waialua High and Intermediate School
67-170 Farrington Highway
Waialua, Hawaii 96791
(808) 637-9905

AUDIENCE Entire rural community

OVERVIEW

In February 1991, over 1,600 people attended this Saturday event in the rural community of Waialua on the island of Oahu. The population of Waialua is varied in ethnicity; citizens of Hawaiian, Filipino, and Asian descent comprise the majority.

*The **Wellness-Awareness Fair** has proven to be an innovative and fun approach to drug and alcohol education and prevention for the Waialua schools. Using many incentives for participation as well as providing numerous activities for school and community involvement, the Fair not only promotes networking and awareness building among citizens, but has also helped to send a united antidrug and alcohol message as a community norm.*

COMPONENTS

Planning: An informal survey of district staff, administrators, community leaders and businesses, and parents indicated a lack of knowledge about wellness services, programs, and agencies operating in Waialua and an eagerness to learn more. Paty, the primary planner for the Fair, had planned two prior Community Wellness Fairs at previous rural schools. Funds, services, materials, and prizes were mostly donated. Waialua used some DFSC monies for the event.

To ensure that the Fair was a community event and not just a school event, a comprehensive planning committee was formed. Principals from each feeder school linked with parent and community networks. Individual schools also had student-organized publicity campaigns. Parent clubs

gave cash prizes to those schools with the highest number of parents attending.

Setting: The 1991 Wellness Fair was held on the Saturday before Valentine's Day and carried the theme "Straight From the Heart." The Fair was housed at the high school gym, athletic field, and parking lot. This location was the largest in the district, but also served to convey the message that "along with rites of passage comes more awareness for informed choices."

More than 50 booths were set up in the gym to distribute materials and information. A donated big-top tent housed non-stop entertainment that included performances by feeder schools and local performance groups, fashion shows, and dancing with sound provided by a local disc jockey. Continuous mini-carnival games were free, with winners receiving drawing cards for non-stop raffles. Huge bowls of chili were sold for $1 each.

Success Indicators: Written evaluations were given to all participants. The Fair has received positive comments from community members and presenters alike. A mailing list from the raffle drawings has provided a bank of supportive citizens. Other schools in Hawaii are duplicating their versions of the event.

Obstacles: The only real obstacle Paty encountered was the weather; she advises, "Have a rainy-day plan and get a leakproof tent!"

Summary: Paty calls the Wellness Fair the answer to those "boring drug/alcohol parent nights." Students, parents, community members, and school personnel were the planners, the providers, and the participants. More than 1,600 people attended the fair.

Cross-age camping

PRACTICE **Drug-Free Camping**

CONTACT

Angie Baldwin
Science Coordinator/Counselor
Tinian High School
San Jose Village
Tinian, MP 96952
(670) 433-9251

AUDIENCE High school and elementary school students

DESCRIPTION One of the Northern Mariana Islands, the village of Tinian has a population of 2,500. The drug of choice for teenagers is alcohol with some use of tobacco and betel nut. Teacher and Counselor Baldwin works with students who have joined the Tinian Drug-Free Task Force to plan a cross-age camping trip that takes place four times a year. High school students and elementary students go camping for one or two days. There are outdoor activities and many opportunities for small and large group interaction. According to Baldwin, the younger children see the older children as positive role models and get to know them as caring members of their village. Baldwin also works with the youth task force to plan and implement a yearly, all-day Youth to Youth Workshop.

Angie Baldwin doesn't collect formal statistics but as a school counselor she sees and hears a lot. She reports more and more kids from the "cool" group are joining the youth task force and that students seem to be choosing more drug-free activities on the weekends.

Kids run this show.....once a year

PRACTICE **Drug-Free Day**

CONTACT
George Ayuyu, Teacher
ROTA High School
P.O. Box 1105
Rota, CNMI 96951

AUDIENCE Students grades nine through 12

OVERVIEW

Rota High School is one of three public high schools in the Northern Mariana Islands. Established in 1971, the school serves the island population of 2,500 with an enrollment of 115 students. Once a year student volunteers come together to plan a day just for them with the theme ***"Drug Free: Kids Teaching Kids."*** *The event occurs on campus "with as few adults and as much fun as possible."*

COMPONENTS

Description: Working with an adult planning team of teachers and counselors, students plan the special day to both educate others about the hazards of drug use and to provide alternative activities for a drug-free lifestyle.

Held on campus for all students, Rota intermediate students, parents, and community members are also invited. There have been two **Drug-Free Days** to date.

Activities vary throughout the day. In addition to music, food, and games, there are dramatic skits, guest speakers from the community, comedy skits, and small-group discussions with group leaders.

Community Alliances: Representatives from Catholic Social Services, law enforcement, and the local health clinic participate as speakers for **Drug-Free Day**.

Key to Success: **Drug-Free Day** has received a positive, enthusiastic response on this small island. George Ayuyu says that allowing the students to plan and execute "the whole thing" with adults only guiding the process makes the day special.

Five days of prevention

PRACTICE **Drug-Free Awareness Campaign**

CONTACT:
Luz M. Buccat
William S. Reyes Elementary School
P.O. Box 684
Saipan, MP 96950

AUDIENCE Elementary school children

DESCRIPTION Students, parents, teachers, and community members all got involved at the first annual **Drug-Free Awareness Campaign** at William S. Reyes Elementary School. The goal of the campaign was not only to educate and inform, but to allow children, teachers, and staff to set healthy models for other to follow.

Drug-Free Clubs were formed in each class with teacher advisors. These clubs acted as the planning and publicity committee. T-shirt contests, signboards, invitations to parents, and posters were prepared. A local judge, science specialist, and a social services representative participated as resource speakers. The campaign lasted five days. Adults and children together watched videos, participated in a Drug-Free Talk Show with invited guests and student-developed "commercials," and attended parades and skits. On the final day special awards for each grade were distributed.

Weekend Indian camp brings together tribes

PRACTICE **Elko Band Council Indian Youth Camp**

CONTACT
Patricia Knight
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Elko, Nevada 89801
(702) 738-8889

OVERVIEW

Elko is located in northeastern Nevada. This camp is designed for youth 12 to 18 years of age. All eight tribes in northeastern Nevada participated in the first ***Indian Youth Camp*** *held during the summer of 1990. Elko Colony was the host tribe. The others were: Battle Mountain Indian Colony, South Fork Indian Reservation, Wells Indian Colony, Duck Valley Shoshone-Piaute Tribe, Goshute Confederated Tribes, Ely Indian Colony, Duckwater Shoshone Tribe, and Fallon Shoshone/Piaute Tribe. Over 90 youth attended. The camp is held on an annual basis.*

COMPONENTS

Planning: The Elko Band Council developed the concept of the **Indian Youth Camp** to address the increasing rate of alcohol and drug use by Native American youth in their area. They report that 50 percent of senior Native American students did not graduate in 1990, and cite the Native American Health Service statistic listing alcoholism as the Number One disease among Native American people nationwide.

Description: The weekend Youth Camp begins Friday afternoon and continues through Sunday. Participants are provided information on the effects of alcohol/drug abuse; communication skills; self-esteem, coping with two cultures; domestic violence; health issues, including dental hygiene and safe sex; effective youth councils; and cultural and traditional values.

Information is provided by mini-sessions lasting 45 minutes each. There is also a Saturday evening powwow and traditional circle dancing. Mini-sessions are conducted by speakers experienced with Native American youth.

Western Regional Center for Drug-Free Schools and Communities

Sharing Your Success, Volume II

RECOMMENDATION FORM

Sharing Your Success is a sourcebook of effective prevention efforts in the Western Regional Center service area. Programs and practices from elementary and secondary schools, Institutions of Higher Education, state agencies, and community organizations are collected and summarized in a format designed to help others initiate new programs or to enhance strategies already in progress. We invite you to use this form to help us identify exemplary programs. We want to know what is working. Help us get the word out! Recommended programs/practices will be contacted by Western Center staff for additional information.

I would like to recommend the following Program/Practice for possible inclusion in ***Sharing Your Success, Volume II.***

Name of Program/Practice:_____

Contact Person:_____

Address:_____

City:_____ State:_____ Zip:_____

Phone: ( )_____

Brief description of the Program/Practice and why it should be considered exemplary:

Submitted By:

Name:_____ Title:_____

Organization/Agency:_____

Address:_____

City:_____ State:_____ Zip:_____

Phone: ( )_____ Date:_____

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